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ABSTRACT

A tentative educational program proposed by the 1967 workshop regarding social studies education and curriculum is presented. They have evaluated the existent philosophy, curriculum, materials and methods, in terms of new developments in order to develop a more effective program. The primary objective is education for citizenship. The component parts are described and specific behavioral objectives are designed to permeate the entire curriculum sequence. The five major components of citizenship education discussed are: decision-making skills; democratic value development; individual development and self concept; problem-solving (individual and societal controversial issues); and interpersonal competence in the governing process. The methodology emphasized is the inductive problem-solving (inquiry) approach through active in-depth participation of students in problem identification and solution within their changing communities social and physical environments. This method is combined with an in-depth multidisciplinary social science study of basic human activities. Course content and logical sequence emphasize transition to provide a common element at each grade level. A tentative sequence of topics and units is summarized for K-6 and grades 7-12 using multi-media and texts. An extensive bibliography of books on social studies is included. (SBE)

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A POSITION ON K-12

SOCIAL STUDIES

for

NEBRASKA SCHOOLS

TENTATIVE

SO 000 003

State of Nebraska
DEPARTMENT OF EDUCATION
Floyd A. Miller, Commissioner
State Capitol, Lincoln, Nebraska 68509

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A Position on K-12

SOCIAL STUDIES

For NEBRASKA SCHOOLS

Developed by

Nebraska Teachers in a Curriculum Development Workshop
Sponsored by the Nebraska State Department of Education
and the University of Nebraska

Issued by
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* * *

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Lincoln, 68509

FOREWORD

Social studies education is and should be one of the most important areas of the curriculum. With its emphasis upon helping youth adjust to the cultural and physical environment; with its concern for solving the various dilemmas arising from individual and group misunderstandings; and with its faith in the rational powers of man to face bravely and effectively the weighty and difficult problems that come to confront society, the social studies program bears a heavy responsibility.

Certainly a curricular area with this responsibility must be dynamic. Surely it must continually be evaluated and refined in light of changing individual and group needs. With this in mind, we in the State Department of Education are most pleased to present this publication. Embodied in its pages is a rethinking—an attempt to reshape social studies education in terms of today's youth and tomorrow's needs.

This is not a finished product. It is a tentative position that needs experimental application, as well as the constant evaluation necessary in all areas of education. This we recognize and plan to do. Your reactions will be appreciated.

We are especially appreciative of the fine cooperation and support of the Nebraska teachers who have been involved, and of the University of Nebraska. Continued support and expanded involvement is anticipated and welcomed.

—FLOYD A. MILLER
Commissioner of Education

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Others contributed to this position by serving as workshop consultants in special areas. We appreciate the insights and perspective they were able to bring to the workshop. To the following people we are indebted:

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BACKGROUND

For the past decade, education has increasingly found itself in the spotlight of national concern. Due to early space feats of the Soviet Union, a relationship between international rivalry and education developed. It was quite natural, therefore, that the American people directed their initial questions toward the curricular areas of math, science and foreign language. In the early 1960's, however, social studies education began to feel the same impact. With this national concern emerged two major developments. First, criticism encompassing the entire field of social studies education accelerated. In terms of its stated philosophy, social studies education came in for scrutiny—for evaluation. Curriculum, materials and methods were challenged. The second development involved the allocation of large sums of money by the federal government for a multitude of social studies projects. Thus came into being a major climate of assessment, evaluation, development and change.

Currently, over 50 national social studies projects are in operation. Their individual objectives run the gamut from designing specific courses for specific grades and for a specific type of student, to designing a total social studies curriculum for kindergarten through junior college. Moreover, while some projects, attempting to identify basic ideas or concepts, are providing leadership to those responsible for curriculum development, other projects are attacking the problem from another angle—concentration on producing materials for student use. Coupled with these projects of national recognition have also been numerous local projects directed toward curriculum evaluation and development. It would be desirable if the efforts of these projects were closer to fruition, or if more consensus were evident in their products. But such is not the case. Presently, as is true in all phases of research and experimentation, preliminary efforts appear to be lacking unity in specific objectives.

It was, therefore, due to this state of educational ferment that ideas for the Nebraska project were conceived and plans were generated. Certainly, the people intimately involved with this project were conscious of this continuing atmosphere.

State and local leaders in social studies education, particularly at the University of Nebraska, expressed the opinion that major evaluation and revision should be initiated in the present program. With the appointment of a Social Studies Consultant (Mr. Sheldon Brown) for the State Department of Education in February of 1966, definite exploration of possibilities commenced. A decision, in concert with an advisory committee of educational leaders, was made quite early to concentrate Mr. Brown's efforts toward this end. Over a period of more than a year, he met almost weekly with leaders from the University of Nebraska and the University of Omaha. From these meetings, ideas for the present project emerged.

This project, cosponsored by the University of Nebraska and the State Department of Education, was scheduled as a three-year endeavor to improve social studies education in the State of Nebraska and was divided into four major phases. Phase one consisted of an eight-week workshop held in Lincoln during the summer of 1967.

Twenty-four Nebraska teachers were involved in this initial workshop and were selected to participate by three criteria: proven leadership, various levels of education and geographical distribution. Two full-time graduate students also contributed significantly to the development of this leadership cadre.

In an attempt to assure the most productive, comprehensive and effective workshop possible, the University of Nebraska supplied the assistance of three professors—Dr. Willis Moreland, Dr. Max Poole and Dr. Wayne Glidden—the meeting site at Claire McPhee Elementary, and six hours of graduate credit. The State Department of Education provided the services of its Social Studies Consultant, Mr. Sheldon Brown, and $14,000. This rather substantial amount of money made it possible to purchase a comprehensive collection of professional materials, to provide a small stipend for the 24 participants, and to bring in consultants of national stature as well as other leaders from Nebraska colleges and universities.

The major goal of this workshop was to evaluate, in light of new developments, present social studies education in Nebraska, and to specify what would constitute a more desirable and effective program. Every effort was made by the participants to attain this goal, keeping foremost in mind the need to be practical and yet to avoid practicality as a rationalization for inaction.

Phase two of the project is a five-week workshop planned for the summer of 1968. Twenty teachers are to be involved in building sample or pilot units. These units will be piloted during the school year 1968-69. Utilizing the data gathered by the piloting and by other means, the suggested program will be evaluated in a workshop during the summer of 1969. Undoubtedly, the expected reaction of Nebraska teachers—an opportunity for further reflection and experimentation by participants—will necessitate changes in this provisional endeavor.

The following report, then, represents the current thinking of the summer '67 workshop group regarding social studies education in Nebraska. While the effort in compiling this report has been great, it is not viewed as a finished product. It is tentative. It is merely the first step in a complicated process—a process that demands constant contribution from the frontline protagonists, Nebraska teachers. Consequently, all criticism of the ideas promoted herein are not only welcomed, but solicited.

BASIS FOR A PHILOSOPHY OF THE SOCIAL STUDIES

A recognition of the need for change is a major influence affecting the social studies program today. National study groups, as well as local school systems, are currently involved in efforts to change the character of the traditional social studies program. Some of these curriculum study groups have focused their attention on a complete reorganization of the underlying structure of the social studies program, others have been concerned with altering the traditionally accepted sequence of the social studies, while still others have placed major emphasis upon a reorganization of the major emphasis within the existing program. All of these efforts are a clear indication that both professional and lay people realize that these are points of weakness in the present program of the social studies.

Social studies, as it is programmed and conducted today, has been widely accepted in the schools. Its origins date back prior to the beginning of this century, although its character was most directly shaped by the Report of Committee of the Social Studies of the Commission on Reorganization of Secondary Education. At its issuance, this was a forward-looking report which differed sharply from the philosophy which characterized the social studies program in the schools prior to this time. It rejected the principle that the social studies program should only be a reflection of the parent social science disciplines; instead it stressed the necessity for drawing significantly from several of the social science fields rather than relying solely upon history as the foundation of the program. The Committee based its recommendations on the belief that social science knowledge should have some utilitarian value which should be directed toward meeting the needs of all pupils.

The organizing principle of the program envisioned by the Committee was that of a repetitive cycle in which the three-year junior high sequence would be followed by a senior high program with much of the same emphasis. However, topics would be considered at a more advanced, complex level as the student gained maturity. The methodological approach favored by the Committee was that of the problem method, and course organization was designed to facilitate the use of this method.

Since 1916 when the report of the Committee was issued, a number of attempts have been made to give further direction to the social studies

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program. New courses have been added, emphasis within courses has been changed, and there has been an attempt to broaden the scope of the social studies program through the addition of a number of elective courses.

In spite of the widespread acceptance of the recommendations of the Committee on the Social Studies, there are indications that the objectives of the program have not been completely fulfilled. Criticism directed at the underlying philosophy of the present program indicates that a major reorganization of the social studies program is needed. Student achievement is often far below what might be expected. Emphasis upon the repetitive cycle has not seemed to result in greater attainment by students. It is also suggested that the present mode of instruction places undue stress upon the acquisition of factual information without an attempt to relate this information to principles, concepts of major generalizations. The prevalent assumption that a systematic presentation of knowledge permits the student to apply this knowledge to a later analysis of current situations is also open to question.

Probably the most serious criticism of the present program is that there is a lack of a unified relationship between objectives, content and information, skill development, and methodology. In effect, it can be said that the goals of social studies have not been clearly stated, nor has there been any clear conception of the way that curriculum and instruction in the social studies is related to the attainment of these goals. It is quite one thing to suggest that growing sophistication in the ability to think critically is one of the most important objectives in the social studies and quite another thing to organize instruction which can lead to the fulfillment of this objective. We have often suggested that a mature sense of chronology is the key to understanding history, but in many instances, no specific provision has been made for developing that skill in students. The development of certain desired attributes and behavior is often cited as one of the major outcomes for the social studies, but when these are achieved by students they are often only accomplished as by-products of the instructional program. If objectives are to be accomplished, an attempt must be made to provide directly for their attainment. The sequence of the curriculum, the mode of instruction, the selection of materials and the choice of evaluation procedures must all be directed toward the fulfillment of stated objectives of the social studies. Although there are many examples of teachers who have successfully accomplished this task, it is our belief that the value of the social studies program would be enhanced by greater synthesis of curriculum and methodology in relationship to an integrated statement of purposes.

This need is particularly apparent in the whole area of objectives related to citizenship education. Throughout the history of the development of the social studies, a recognition of the relationship between the school program and the development of responsible citizenship has been the one common thread. However, the requirements as to what constitutes good citizenship have varied from one generation to the next. There have also been differences of opinion as to the best way of accomplishing this important goal. For some, citizenship is equated with a growing fund of knowledge which can serve as a basis for personal as well as social behavior. Others hold that citizenship is a collection of desired behavioral skills which must be taught directly in the school program. In this context, the involvement of the student is a crucial element since it gives an opportunity to practice the use of the desired behavior in a classroom setting. Some individuals maintain that emphasis upon developing students' sophistication in the processes of learning is the best guarantee that a person can assume the responsibilities of a mature citizen.

It seems apparent that these conflicting points of view are based upon differing interpretations of the learning process, of the role of knowledge in the development of attitudes and behaviors, and upon the methods that need to be used in providing individuals with the competencies needed as citizens. If the social studies program is to be related to the general good of citizenship education, it is obvious that we clearly state what is meant by good citizenship and organize the instructional program to accord with this point of view. It is particularly important for teachers to accept a point of view relative to citizenship education since the character instructional process must be related to a concept of citizenship training if it is to be effective at all. Possibly its first step in defining the objective of citizenship education is to clearly define the relationship of the school to a democratic society.

The emphasis upon citizenship education as a major focus of the school program arises from the obvious fact that there is a close relationship between the school and the culture in which it functions. A school is a social institution and as such it must carry out the functions assigned to it by society. It should foster these ideals which have gained universal recognition by the people. These ideals result from the history and traditions of the people, the character of the economic and political systems which they have established, the knowledge, beliefs and values held by them and which are reflected in the character of the social institutions which they have established.

When the framers of the Constitution organized the new plan of government, they set in motion a bold new experiment in popular government. The values and beliefs upon which this new system was based had ramifications for the social and economic, as well as for the political organization of society. These beliefs were not unique to the organizers of the new government but rather were based upon a long heritage of Western thought and tradition. However, the new nation was the first major political system to be organized in harmony with these beliefs. These ideals rested upon certain assumptions about human nature and about man's relationship to the state. Throughout our history, these have become basic tenets of the American way of life which have been reflected in the culture and in the social institutions which the culture has established.

Among these commonly held beliefs are:

Belief in the dignity and worth of the individual. Irrespective of his race, religion, national origin or socio-economic status, each person has intrinsic worth which should not be violated by other men or by the state. Because of his innate worth, man has the right to self-direction, to formulate his own ideas and to live in society as an independent, rational being. No action by the state or by other individuals should serve to limit the right of a person to exist as an individual.

Belief in the equality of man. No individual is to be considered as more important or having greater value than any other person. Our system rejects a rigid class structure and believes in an equalitarian rather than an aristocratic society. Of course, this does not mean that each person has equal abilities, or that he will have equal socio-economic status with his fellowman, or that each person will take similar advantage of the opportunities which are presented to him. It does mean, however, that individuals should not be denied equal opportunities to utilize their inherent abilities. Moreover, each person is assumed to have the same right as all other men to participate equally in making decisions affecting his own welfare and to the equal protection of the laws which have been established by his representatives.

Belief in the use of reason in the solution of problems. Our system guarantees the right of each person to be free—free to worship, speak, write, and to assemble. These freedoms are assured in order that man may participate in making decisions affecting his own welfare or that of his fellowmen. It is assumed, of course, that individuals will use this freedom in a responsible way. Responsible decision-making requires that man use rational processes and that all solutions arrived at as a result of these processes be considered in terms of the best interests of society. Our government is based upon the belief that if man will use reason in determining solutions to problems, these solutions will, in the long run, be best for himself as well as for his fellowmen. We also believe that the consensus of the people of the nation is infinitely better and wiser than decisions reached by any one person.

Belief in the perfectability of man. Man has the capacity to continually improve himself and his society. He can look forward to this progress because he has the capacity to use his intelligence and his basic values in making the social order function more perfectly and to improve his own place in that society. He has the ability to establish realistic goals for himself and he can use rational decision-making in determining how to attain these goals. These are not accomplished alone but through cooperative effort with his fellowman. This cooperation enables individual aspirations to be achieved in society as a whole.

Belief in the ability of man for self-government. The Declaration of Independence states that ". . . in order to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." This belief in the ability of man to govern himself is the cornerstone of the democratic faith. The collective wisdom of the people is the best foundation for a political system. This assumes, of course, that man will approach participation in this process on a rational basis and that he will make the necessary effort to become well informed about the nature of the problems facing society. Under this system, the state exists to serve man, and government becomes an agency created by man to serve his purposes. This form of government may be altered according to the dictates of the citizenry who hold the ultimate power to determine the character of the governmental system.

It is well to recognize that these fundamental beliefs are not always completely reflected in the political or social system. There is often a gap between the ideals upon which a society is based and the actual practices which characterize its day-to-day operations. This should not be cause for cynicism about the potentialities of democracy but rather a recognition that free government is a process, an ideal to aspire to, and a goal toward which individuals may strive but never quite reach. It provides us with a set of ideals which gives direction to individual behavior as well as to the collective actions of society.

This set of ideals has special meaning for the elementary and secondary school social studies program. Of all areas of the school program, the social studies must make the greatest contribution to assisting young people to understand and to act in accord with these ideals. These ideals represent standards toward which our objectives, our curriculum, and the whole instructional process should be related. They represent the continuity needed to mold the society together. Unless there is a clear commitment to these ideals on the part of all people, the process of democracy cannot effectively function. These, in essence, are the major concepts involved in the whole school program of citizenship education. We must find ways of relating these traditional beliefs to a society which is undergoing rapid transformation. It is our conviction that these changes are bringing about even greater demands upon the responsibilities to be expected of each individual. Teachers must have a clear understanding of the relationship of social change to the changing requirements of citizenship education.

The rapidity of change in society and the enormity of the issues facing Americans today, and which will likely become more complex in the future, necessitates an individual who is prepared to function effectively in a world of change. In recognition of these factors, the Committee on Philosophy and Goals has formulated a statement of purposes of the social studies. We believe that this statement will provide an underlying rationale for the social studies and will provide direction in the selection of relevant content and a determination of a methodology appropriate to that content.

SECTION ONE

A PHILOSOPHY FOR THE SOCIAL STUDIES

We believe that the major purpose of the social studies is to prepare individuals to function effectively in a democratic society. The goal then, simply stated, is that of education for citizenship. It is our belief that there are certain component parts of this overall goal with which the social studies program should be concerned. These parts are described and specific behavioral objectives related to these goals are indicated. These broad goals and specific behaviors should give direction to the entire school program in the social studies. They should permeate the entire curriculum sequence and should constantly be reflected in the instructional process.

There is clear recognition that the social studies has no monopoly in preparing for effective citizenship. We do believe, however, that the social studies should be particularly concerned with certain aspects of this process. Accordingly, we have delineated five major areas of citizenship education in which the social studies should assume responsibility. These include:

Skill in the use of rational decision-making as a means of approaching the solution of personal as well as societal conflicts.

Understanding of and commitment to the values of a democratic society.

Development of the potential of each individual in order that he can develop a favorable self-concept which will enable him to become a constructive member of society.

Development of the ability to work effectively with others as a means of solving personal and societal problems.

Knowledge and ability to participate effectively in the governing process.

We shall proceed to indicate what our interpretation is of each of these major aspects and to signify what student behaviors are needed to show attainment of these goals. Finally, the nature of the scope and sequence suggested by the Workshop is designed to show how these objectives may be related to the elementary and secondary school social studies program.

Skill in the use of rational decision-making as a means of approaching the solution of personal as well as societal conflicts.

The demands of a democratic society place a great responsibility upon each individual citizen. In a society which assumes that individuals have the capability to make decisions affecting their own welfare, it is imperative that each person contribute to this decision-making in accordance with his abilities. Of course, there are many ways by which citizens can make the most effective contribution. Some may be leaders and exercise influence over the actions of others, some are active in political party activity while others are active in informal political groups. Still other people may exercise influence over small, personal groups. There are some who prefer to stand alone and reach their decisions independently.

Irrespective of the role that each plays, it is expected that every person will, in his own way, take an active role in the effective functioning of democracy. However, thought should precede action, and we expect individuals to take responsible action based upon a mature, rational examination of issues. The development of a person's ability to think rationally must be nurtured throughout life. We believe that the experiences a person has in school can materially assist in this development. It is our belief that skill in the use of rational decision-making is best facilitated through the method of inquiry.

Inquiry is simply a process or a way of learning. It is a method by which teacher and pupil alike can judge and evaluate information in order to arrive at some conclusion concerning issues. In this context, inquiry is the application of a person's intelligence in a systematic manner to information that is deemed important. It provides those skills by which reasoning can be directed towards ideas. In summary, we may say that inquiry is the application of certain steps of thought in the assessment of knowledge.

Justification for the use of inquiry can be supported by the demands that society has placed on the social studies program. It is a result of the phenomenal quantity of complexities which societies have generated. The method permits the individual to decipher the structure of issues facing him.

The most valid argument for use of inquiry is its importance as a vital skill for the modern democratic citizen. Today's society is more than ever a rapidly changing one in which the citizen is confronted with numerous issues of monumental scope. Racial conflicts, crime and delinquency, family disorganization, the growing of centralization of government, world social problems, and the ideological confrontation between communism and democracy have placed the American citizen at the very heart of the decision-making process. From our knowledge of democracy, we know that if our cultural ideals are to remain vibrant it will have to be the result of the energy and the will of the American people. If individual citizens forfeit this responsibility, they will, in essence, be forfeiting their right as individuals to decide their own fate, destiny, and punishment. The salient challenge for Americans is to conquer public lethargy and indecision in attempting to solve the social problems confronting them. To cope with social and personal problems, inquiry offers to the pupil a bridge from the sea of interest to the direction of decision.

The very nature of American society further enhances the opportunities for use of inquiry. Pluralism which our society deems as one of its strengths offers alternatives to each individual and group from which they must choose. A nation which accepts this as a fundamental tenet places its public institutions like its educational system in the midst of diversity. Among these divergent interests, attitudes, and aspirations the social studies can offer through inquiry a logical method for choice. Today's citizen is faced not so much by decisions of a clear nature, but more and more by decisions that are characterized by shades of good. The problems are far from having definite zones or lines of influence.

The scientific and technical world of today as reflected in the United States has produced a society in which there is no longer a common body of information which everyone must have. The information explosion has destroyed the commonly held notion that equality in education means the same content and knowledge at the same time for all students. We can no longer base the social studies curriculum on the acquisition of a myriad of facts and answers. Instead, our role as teachers has to change to that of providing students with skills which will enable them to decipher the meaning of conflicting ideas regardless of their magnitude. The student with his unique personality and problems must accept the responsibility of applying such skills to a vast domain of knowledge. Through their use each individual has a role in the selection and evaluation of content. As such, these are skills for continuous learning and problem solving.

Freedom in the use of intelligence is also a determiner for considering the use of inquiry. Traditional education which has a preoccupation on right answers and an emphasis on memory has restricted the use of human intelligence in the classroom. It has stereotyped creativity and stifled uniqueness of learning. What will happen to pupils when society demands intelligence, creativity, and self-learning to a greater extent than what is stressed today? Are not these the precious principles for which we pay lip-service? Are not these the desirable signs of citizenship maturity?

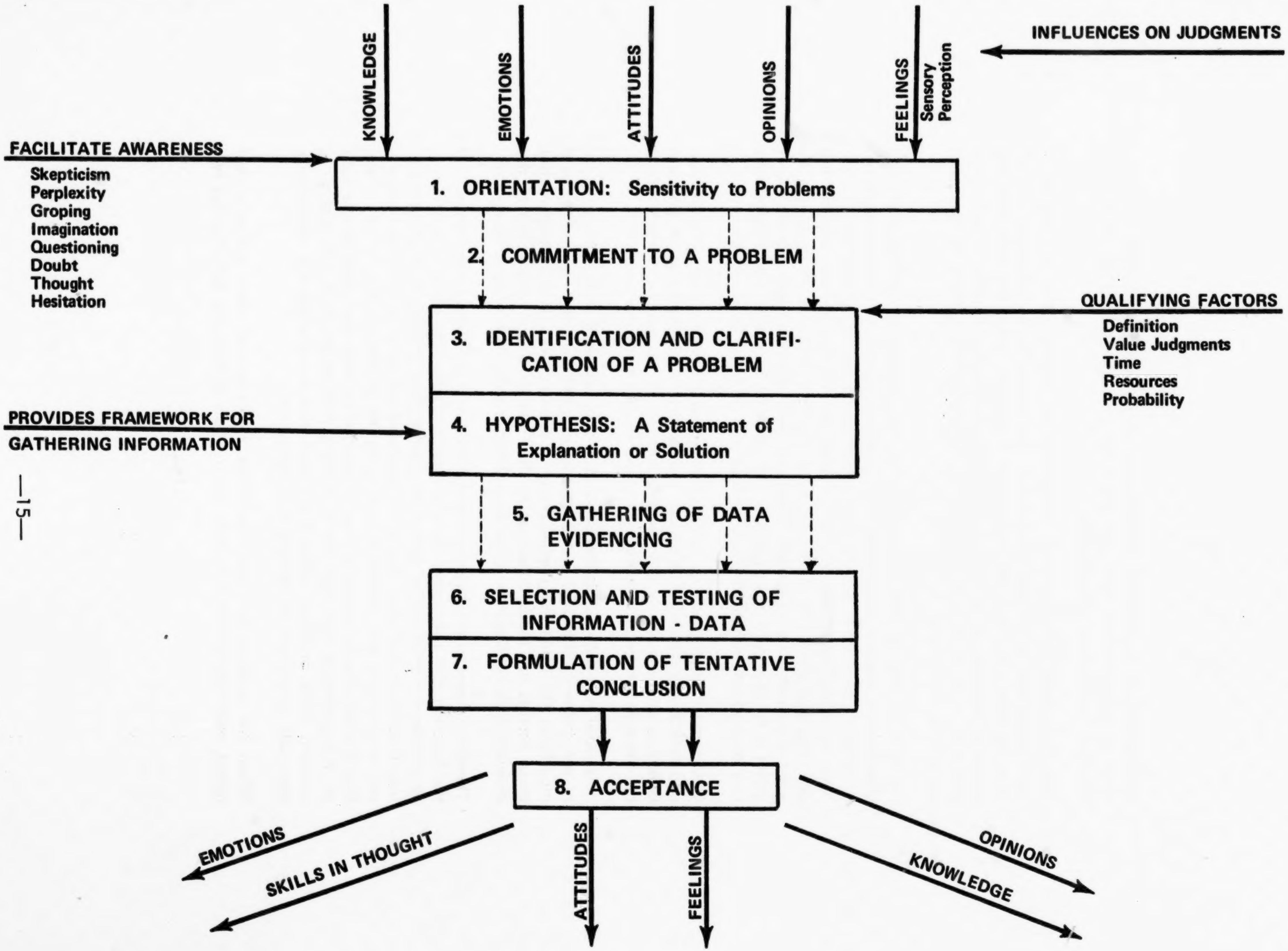
The importance of these obtainable factors can only be realized when it is clearly understood that knowledge and the operation of society are the product of the individuals, and not the reverse. When knowledge and the society become supreme, democracy as a light of freedom for the individual will no longer exist. We have to accept the fact that the recognition of individual worth and the fulfillment of his potentialities can only be accomplished by starting with the individual, by giving him those skills for his use and development.

The use of inquiry has a positive objective in today's social studies classroom. Its importance is the result of rational observations of our society in the 20th century. It helps to draw the information explosion and the unpredictable culture into harmony with the individual's desires and motivations. It is a process of thought, a skill for use, a method of instruction, and a means to an end.

The explanation for the use of inquiry is twofold. Considering first the theoretical procedure of inquiry as illustrated and diagramed in Chart 1, inquiry involves an abstract concept. Next, a depiction of the applied theory in a classroom situation emphasizes the actual use of the method. Both illustrations should result in a better understanding by the teacher of inquiry and its use in the social studies classroom.

The opportunities for the use of inquiry occur in every classroom. In some instances, it can be initiated by the teacher or it can be built upon by the forms of questions that students raise in the class. In either case, the teacher has to commit himself to the use of inquiry and it is from this commitment that opportunities for use and further development will increasingly become apparent.

Every pupil is a composite of a varying degree of opinions, attitudes, knowledge, feelings, sensory perceptions, and emotions. These are the normal influences which guide a person's thought from day to day. It is only when


INFLUENCES ON JUDGMENTS
KNOWLEDGE
EMOTIONS
ATTITUDES
OPINIONS
FEELINGS
Sensory Perception
FACILITATE AWARENESS
Skepticism
Perplexity
Groping
Imagination
Questioning
Doubt
Thought
Hesitation
1. ORIENTATION: Sensitivity to Problems
2. COMMITMENT TO A PROBLEM
QUALIFYING FACTORS
Definition
Value Judgments
Time
Resources
Probability
3. IDENTIFICATION AND CLARIFICATION OF A PROBLEM
PROVIDES FRAMEWORK FOR GATHERING INFORMATION
4. HYPOTHESIS: A Statement of Explanation or Solution
5. GATHERING OF DATA EVIDENCING
6. SELECTION AND TESTING OF INFORMATION - DATA
7. FORMULATION OF TENTATIVE CONCLUSION
8. ACCEPTANCE
EMOTIONS
SKILLS IN THOUGHT
ATTITUDES
FEELINGS
OPINIONS
KNOWLEDGE

such factors as questioning, imagination, skepticism, and thought enter the flow of everyday life that the pupil becomes aware of the feeling for solution, fulfillment, and security.

Once the factor of doubt has influenced the individual to the degree of committing him to a general problem, the person has challenged himself and has taken the first important step in inquiry. From the time that the problem becomes actuality or verbal and no longer remains a feeling or sensation, the whole process is set in motion and is geared to finding a solution or conclusion.

As soon as the problem is brought to the forefront, identification and clarification become imperative. A good question if half answered is not a cliche in this sense, but has important meaning. If a question answers itself or is not clear, the rest of the process will also remain unclear and not very thoughtful. It is, therefore, the primary purpose to know exactly what it is that is being sought. Perhaps the best way to assure that this is done is to verbalize the question so that terms, values, and definitions can be noticed, simplified and, if need be, clarified or eliminated.

Qualifying factors such as definitions, value judgments, time, resources, and probability should all be seriously considered and applied to the problem before continuing. It is obvious that there will be many occasions when the inquirer will be left in doubt as to the feasibility of the problem.

A general rule that should be followed in this case is that even if certainty is not present, the best procedure is to continue with narrowing and modifying the problem as each phase is approached. It is important that these factors are made conscious to the inquirer so that the scope of the problem does not become unwieldy and the investigation of data incoherent.

There has been much discussion about the various kinds of hypotheses and the function that they serve the inquirer. Probably, the primary function is to provide a framework for gathering information. It is quite possible therefore that the hypothesis—the problem verbalized in a casual-effect form—will be changed and altered according to the evidence. This is not to say that the hypothesis should be freely changed to meet the needs of the data as it is gathered, but that the hypothesis determines what information is relevant to the problem. After the information is collected, the opportunity then will avail itself for developing conclusions.

When the problem has been identified, hypothesized, data gathered and tested, then conclusions should be drawn. Summations are tentative for two reasons. First, the conclusion should always be open for re-investigation. In other words, it is sound only to the degree that it cannot be proved otherwise. Second, it has little meaning as a result until it is accepted by the inquirer.

From this brief description, inquiry demonstrates effort, skill in thought, interest, and hope on the part of the individual. Perhaps the use of intelligence and the application of it in attempting to arrive at the best possible solution is the best that anyone can demand of another. For this reason inquiry is being accepted as being an essential part of social studies instruction.

A practical illustration of inquiry as may be taught in the classroom will help demonstrate the application of the method. A point that many times is not mentioned is that the inquiral process—the steps of thought—are difficult to isolate because of the transitional nature that each step has on succeeding phases. The illustration that follows is an attempt to present a lesson plan whereby the "how" is put into practical use.

American History: The War of Independence—Why Did Englishmen Rebel Against Englishmen in 1776?

Orientation: The students are oriented to the problem of the American Revolution by being given a series of casual themes. These quotations obtained from prominent historians of the colonial period illustrate the clash of issues over the cause of the American Revolution. The list which follows is an example of these themes handed to the students:

BANCROFT—A Nationalistic View
Migration of the early English settlers was a quest for freedom. A moving story of a free people who in 1776 had refused to surrender their freedom, even at the cost of sacrificing a long-cherished connection with England, and who had discovered the true basis of their constitutional union in the struggle to preserve that freedom. **The revolution was simply the culminating episode in a long series of unsuccessful attempts by England to suppress the freedom that grew naturally on American soil** . . . the best Englishmen—those who loved freedom best had made their way to America.

ANDREWS—A Political View
The history of the empire from the earliest days of settlement down to 1783 was to be read in the terms fixed by two fundamental and conflicting ten-

dencies: on the part of the colonies toward "intensive self-government" and on the part of the mother country "toward empire." When the final clash occurred it was a contest of two radically different societies. **Primarily the American Revolution was a political and constitutional movement and only secondarily one that was either financial, commercial, or social. At bottom the fundamental issue was the political independence of the colonies, and in the last analysis the conflict lay between the British Parliament and the colonial assemblies.**

HACKER—An Economic View
The struggle was not over high-sounding political and constitutional concepts: over the power of taxation and, in the final analysis over natural rights; but over colonial manufacturing, wild lands and furs, sugar, wine, tea, and currency, all of which meant, simply, the survival or collapse of the English merchant capitalism within the imperial-colonial framework of the mercantilist system. Economic breakdown in the mercantilist system with the inability of both English merchant capitalism and colonial merchant capitalism to operate within a contracting sphere in which clashes of interest were becoming sharper and sharper. This was the basic reason for the onset of crisis and outbreak of revolutionary struggle. **The mother country had bound the colonies to itself in an economic vassalage: opportunities for colonial enterprise were possible only in commercial agricultures supported by land speculation and in trade.** But when the expanding commercial activities of Northern merchant capitalists came into conflict with great capitalist interests of British West India sugar and the related merchant and banking groups, then repression, coercion, even the violence of economic extinction had to be resorted to. There could be no accommodation possible when English statesmen were compelled to choose between supporting English merchant capitalism and supporting colonial capitalism.

JAMESON—A Social View
The entire revolution was a democratic upheaval beginning as a mere political protest against certain acts of Parliament but fanning out in the same manner as the French and Russian revolutions to transform the whole society. **The stream of revolution spread abroad upon the land and brought a multitude of social changes all of them tending in the direction of leveling democracy.**

It is emphasized by the teacher in a brief introduction that any war including the War of Independence is fought over principles or beliefs that cannot be reconciled. England and the colonies had differences which extended to the degree that violence and open insurrection appeared to be the only solution.

The problem factor or classification of factors made peaceful solution impossible and open hostilities the apparent answer. Can we identify as a class and as individual observers certain factors which gave the discontent sparks for violence?

Is the American Revolution an important problem for us to study? Is an answer to the problem possible? In what ways do we expect ourselves to be different at the end of the study? Not only should the teacher think about these questions, but should have his students also ponder on their importance. This is guiding the students into the identification and clarification stage of thinking. The objective is to help the student to identify and commit himself to the problem. This is a very personal stage, for not all of the students will identify themselves in the same manner or for that matter for the same reasons.

The class and the teacher should be fairly certain that as many students as possible have made some commitment to the problem before continuing. In some cases, it may take several days of class discussion and individual conferences in order for students to recognize the importance of the problem. In other instances, the commitment may take a much shorter period of time. A teacher obviously cannot wait for everyone, but he should be fairly sure that most of the class has some interest in the problem.

The teacher is a key factor in creating interest in the issue. Arguments of its importance and the need for solution have to be rationally accepted by both teacher and student.

The technique of using handouts for directing the problem is not the only method for getting students to center their attention on a particular problem. The teacher could have started out by conducting a general discussion on the proposed topic or by asking speculative questions. The problem could be further clarified by asking the students to write a short paragraph on what they felt was the cause of the war. After reviewing the various responses in class and making a list of different causes, the teacher could focus attention on one factor. There are many approaches in orienting the student and making him sensitive to the problem area. The teacher should be as creative as possible and should attempt to develop the attitude that this is a laboratory experience in which searching is vital.

Once the problem has been accepted according to the best effort of the teacher and students and the process of identification and clarification has taken place, the teacher and the inquirers are ready for an explanatory or experimental statement.

Hypothesis: If the economic structure of the American colonies was different than that of England, then political separation seemed desirable.

The purpose of the hypothesis is to act as a framework or measuring device in the gathering of information. In many cases, the problem is one of narrowing down the wealth of information as well as insuring that the scope of the hypothesis can be managed. For instance, in the statement above, the inquirer must seek information not only on the economic structure of the colonies, but also the economic structure of England. Once it has been adequately proved that there is a difference, proof has to be demonstrated that the two economic systems are incompatible.

Testing of Data: As the student undertakes his research, it is imperative that the teacher know what information is available for student use. if information is available, the inquirer must decide whether the facts support, alter, or completely change the hypothesis. Land speculation, for instance, was a profitable and important business venture in the American colonies. In England, because of a lack of land, speculation plays a very small part in economic life. We then must ask if speculation as an economic business creates any different economic characteristics between the colonies and England. If the answer is yes, then one factor has been validated. In this manner, the inquirer pursues the economic structure of both countries and compares their impact on each.

Tentative Conclusion: At some point in the research the inquirer will begin to feel that his information wills the drafting of a conclusion. It is at this point that a conclusion can be drawn. The hypothesis is no longer a working model. Its purpose has been served and the conclusion is ready to be developed. A conclusion for the American Revolution may be that there are certain basic economic differences between England and her colonies, but the nature of these differences is not sufficient to warrant a political division.

The conclusion has been formulated. The class may have many different conclusions. It is now interesting for the teacher and the class to compare notes and conclusions. From this comparison and discussion much additional information will be gained.

Acceptance of research and conclusions means several things. It means that the teacher will more than likely never really be able to test whether the student accepts it as truth or final. It further implies that the student has new knowledge, opinions, attitudes, and skills. The final contribution that the teacher can give his class in this regard is the idea that acceptance means further sensitivity to new information.

The implication of such a program as expressed would have certain impacts on education, on teachers, and most important on students. Some of these impacts are enumerated in the following list.

1. Inquiry is an integrative device which draws upon the total scope of the social studies in contrast to what are considered the conventional courses.
2. It means a new kind of role for the teacher and student. The teacher becomes a resource person, a stimulator of ideas, and a guide in research. The exposition of knowledge from the teacher is no longer necessary or accepted.
3. The major emphasis is upon skill analysis and the use of data. The evaluation and application of this data enables the student to continuously learn and not to confine his education to a schoolhouse.
4. Inquiry accepts and utilizes the principle that you cannot teach every child the same thing to the same degree, but that you can give each child a group of skills that he can use in solving problems.

Inquiry is different, but that alone should not be its epitaph. It is not difficult when it is understood and used. It can be the means of enlightenment in the social studies for the high school student if it is used properly.

In teaching for the attainment of the objective of skill in rational decision-making as a means of approaching the solution of personal as well as societal conflicts, the following student behaviors should be evident:

1. Shows ability to state a problem in clearly defined terms.
2. Demonstrates an ability to formulate hypotheses in deciding upon alternative solutions to problems.
3. Is able to select relevant information which will aid him in testing hypotheses and to distinguish facts from hypotheses.

4. Shows ability to interpret various kinds of social science data.
5. Is able to distinguish between relevant and irrelevant data in the testing of hypotheses.
6. Shows ability to recognize the central theme and to comprehend the interrelationships among ideas in a passage.
7. Is able to summarize or explain a communication in language other than that used in the original statement.
8. Is able to recognize explicit and implicit assumptions in a given passage.
9. Is able to recognize bias and emotional reasoning in a presentation.
10. Shows ability to judge a communication in terms of internal evidence and logic.
11. Is able to evaluate ideas or theories in terms of selected criteria.
12. Is able to predict consequences of a solution to a particular problem.
13. Shows ability to draw conclusions from data and to state them effectively either orally or in writing.
14. Is able to use data in selecting from among alternative hypotheses which may be offered as a solution to a problem under study.
15. Shows ability to transfer method of inquiry to new problems and issues.

Understanding of and Commitment to the Values of a Democratic Society. In a world torn by ideological conflict, the citizens of the United States must constantly seek to examine the sources of their own beliefs. It is not enough that we know what we are against; we must have an understanding and deep commitment to those ideals, values, and processes in which we believe. We must consistently give to developing a positive framework of values which will give direction to an individual as he faces the conflicts in the present and in the future.

There seems to be little question but that many of the domestic conflicts in the United States arise out of an inability to agree upon a common set of central values. We expect people to be loyal, but we often disagree upon what constitutes a proper expression of loyalty; we expect people to accept the basic premises of popular government, then we deny people the opportunity to take full advantage of the fruits of this government; we encourage participation and free discussion, and then often attack vitriolically those who seek wider and more open discussion; we encourage dissent but often discourage dissenters; we believe in diversity, but look askance at people who exhibit this characteristic; we believe in those inalienable rights of life, liberty and pursuit of happiness, but often discourage those who seek the actual implementation of those rights; we believe in equal justice for all, but often accept the practice of variable justice for some; we believe in the fulfillment of the potential of each individual, but often deny access to this fulfillment because of race, color, or creed; we believe in the evolutionary growth of democracy, but we often resist change in governmental policy to accord with changes in society; we believe in the process of democracy, but often act in direct antithesis to that process. In short, we often give verbal allegiance to our beliefs, but often fail to exhibit behavior in accord with those beliefs.

These conflicts signify that there is often a gap between the ideals and practices of a democratic society. Although these conflicts are crucial, and we must constantly seek to find proper solutions for them, we should accept them as challenges to our ability to make the processes of democracy work.

We are not pessimistic about the future of democratic society; rather are we extremely optimistic about the survival of our way of life. It is our way of life. It is our firm conviction that the basic tenets of democracy provide the only acceptable guideline to the governance of human affairs in spite of the problem of relating ideals and practice. It should be remembered that crisis and conflict are not uncommon to our way of life. The history of our country is replete with differences expressed either sectionally, by groups, or between individuals. The resolution of these differences has resulted in a more mature democracy in which the benefits of freedom have been extended to an even larger number of people. However, when the normal processes of democracy give way to emotion, bitterness, and an uncompromising attitude, the result is often traumatic. We believe that we stand on a new watershed of our national history. Shall we seek new and imaginative solutions to our national problems, or shall we support statism until the roots of violence force us to accept an alteration of our governmental structure which is alien to our national tradition? The seeds of this violence are upon us and the decisions made by present as well as future generations will determine whether this violence will expand or diminish.

Can the school assist in the process of helping citizens find solutions to present and future problems? It is our conviction that not only can it assume an important role in this area, but it must if society, as we know it, is to survive. How is this to be done? Students must be assisted in developing basic principles as a guide to action which are in harmony with democratic precepts, to critically examine those social, economic, and political values upon which the democratic faith is based, and to develop behavior patterns consistent with those beliefs. They must know what they believe in and these beliefs must constantly be tested in the crucible of the classroom. In effect, students must not only have knowledge of the basis of democratic beliefs, they must be committed to these beliefs. A committed citizenry is a primary goal of citizenship education; anything short of this broadens the gap between the ideals and the practices of a democratic society.

The formulation of an individual's sense of values is influenced by many sources. Home, family, peer groups, and the church share responsibility with the school in determining the basis of a person's belief. Evidence seems to suggest that presently the school's impact on the individual in this area is somewhat less than that exercised by other forces. There is a strong belief, based upon several research studies, that the secondary school plays a fairly insignificant role in shaping a person's values. This is not to say that it could not have influence in this area, but rather that present practice does not contribute greatly to value information.

While the entire school program can make a special contribution in assisting an individual to develop his system of beliefs, there is a special area in which the social studies can make the most important contribution. Since the social studies is concerned primarily with the individual and his interaction with society, we believe that this area of the curriculum should most properly concern itself with an examination of those values that fall in the social, political, and economic arena. Among these values are the following:

—A belief in the principle of the open society in which no political or social institution or idea is free from criticism.

—A belief that all areas of governmental, social, economic, and political policy is subject to constant examination and that change in these policies can be made through the use of accepted democratic procedures.

—A belief in the principle of government by the consent of the governed.

—A belief that rule by the consent of the governed necessitates that individuals be guaranteed freedom to conduct discussion, that all groups have an equal right to be heard in these discussions, and that instruments of communication remain open to those who wish to participate in such discussion.

—A belief in the basic equality of man, each with the same fundamental rights and obligations.

—A belief that the individual has the right and the ability to make decisions affecting his own welfare while respecting the right of others to exercise the same privileges.

—A belief that the true test of a democratic society lies in its ability to enhance the life of each individual. The value of all decisions and organizational structures must ultimately be measured by its ability to meet this criterion.

—A belief that man can use rational powers to establish policies which will be of greatest good to himself and to society in general and that individuals can live responsibly with their fellowmen while they follow standards set by themselves.

—A belief that government should constantly be responsive to the will of the people and that the government is for the common benefit of all of the people.

—A belief that the personal guarantees of the rights of each individual person should not be violated by the whim or capricious action of the state or by other individuals.

—A belief in the principle of dissent from accepted norms, of governmental policy or of any public issue as long as the methods used are consistent with ways which have been clearly defined.

—A belief that the personal development of all can best be served by promoting the growth of equal opportunity for each individual.

—A belief that the best kind of economic system is one which is based upon individual initiative and enterprise.

The preceding is not intended to be an all-inclusive statement of fundamental beliefs; rather is it representative of those value statements which we believe should be investigated by students. Although there may be a fairly wide consensus on the acceptance of these statements, it is by no means certain that they would not invoke wide disagreement when these basic beliefs are translated into actual practice. However, we believe that these statements of belief should be examined by students in a manner which will assist them to develop their own interpretation as a guide to their own personal behavior.

It is possible that students could be instilled with these beliefs and be led to accept them without question. At the same time we could demand that they give allegiance to the beliefs. It is possible that students can be indoctrinated into unquestioning acceptance. We can force compliance, stifle investigation, demand emotional allegiance, and punish those who show marked deviation from the pattern of response which is expected. However, we reject this approach as being completely inconsistent with the goals of the social studies. Blind obedience is not only inadequate as a basis for citizenship education; it seems to be incongruous with the basic tenets of a democracy. Indoctrination through acceptance of a fixed ideology or set of beliefs may be one way of promoting unity and gaining compliance, but this seems to us to be inconsistent with the needs of a society based upon independent thought and action. Simple understanding and commitment are not enough, we must have understanding and commitment arrived at through a rational examination of alternatives which can lead to a tested set of beliefs.

We believe that the only sound alternative is for students to have the opportunity to engage in an open, critical investigation of these beliefs. Possibly the best framework which will facilitate this investigation is through organization of the social studies around conflicting situations. An analysis of these conflicts and the proposals for resolution will reflect a student's value structure and his perception of the democratic process which are reflected by these values. We would emphasize the need to examine these conflicts in values in a mature, rational way which would enable a student to reexamine his own beliefs and provide a method by which personal and societal conflicts might move toward greater resolution.

What advantages does this approach have for students? Probably the most important one lies in the fact that it provides the individual with a set of generalized procedures which can assist him to better approach the solution of private as well as public problems and issues. These tools of analysis would also be useful in investigating an individual's own value beliefs as well as those of the society in which he participates. The old adage that "an unexamined belief is not worth holding" seems to us to have real implications for the social studies.

It should be pointed out, however, that open examination of values may lead some students to accept points of view which may differ radically from those of the majority. Although recognizing that deviation from accepted beliefs may not be in harmony with the educational objectives held by some groups, we are firm in our belief in the wisdom of utilizing a content-oriented approach through the use of accepted democratic processes. This we believe to be the surest guarantee of a citizenry deeply committed to the central values of a democracy. We have great faith in the validity of the underlying principles of our society and we are convinced that they will withstand the test of examination. We have no fear of alien ideologies or beliefs; we believe that a comparison of these with our own beliefs will result in a greater understanding of and commitment to those ideals which have been nourished throughout the growth of our nation's history. We believe that an open, rational inquiry into conflict situations and the alternative solutions posed for these conflicts which reflect deep value commitments is the only approach which will give students the necessary guides by which they may face the future with confidence.

In teaching for the attainment of the objective of understanding and commitment to the values of a democratic society, the following student behaviors should be evident:

1. Shows an awareness of the major beliefs of a democratic society and is able to explain the sources of these beliefs.
2. Shows an awareness of his own beliefs and is able to explain the reasons for his beliefs.
3. Gives indication that he is developing a consistent set of value beliefs as may be expressed in a personal philosophy of life.
4. Gives evidence of the acceptance of each individual as having the same intrinsic worth.
5. Deliberately examines conflicting viewpoints with a view of forming opinions for himself.
6. Is able to explain differences between the fundamental beliefs of our own nation and those held by people in other countries.
7. Demonstrates the attitude that each person can make an important contribution to the solution of problems.
8. Gives evidence of his willingness to work for change in government in response to changing needs.

9. Shows devotion to those ideas and beliefs which are fundamental to our way of life.
10. Demonstrates faith in the process of rational decision-making as a means of solving persistent problems.
11. Demonstrates the ability to judge social policies in terms of the standard of public welfare rather than that of specialized or narrow interest groups.
12. Shows a respect for and lives in accordance with established regulations. Accepts the necessity to follow established rules in working for change of those regulations with which he disagrees.
13. Continually shows an acceptance of the belief in the personal rights of each individual.
14. Demonstrates the belief that the fullest development of each individual is the best way of guaranteeing equal opportunity for all.
15. Demonstrates the belief that the true measure of our effectiveness as a society lies in the personal enhancement of each individual.

Development of the potential of each individual in order that he can develop a favorable self-concept which will enable him to become a constructive member of society.

Of all of the political structures organized by man, the democratic system places the greatest reliance upon individual initiative and enterprise. We believe that the state should be organized to serve the best interests of its citizens and, in turn, it is the responsibility of each person to contribute as effectively as he can to the welfare of the political state as well as to society as a whole. As expressed in the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal and that they are endowed by their Creator with certain inalienable rights, that among these rights are life, liberty, and the pursuit of happiness." We believe that no man is of more innate worth than another, that each has the same responsibilities and privileges as other men, that each individual is entitled to share equally in the opportunities provided by society, and that no individual's right to life, liberty and happiness should be arbitrarily violated by the actions of the state or by his fellowmen.

This belief in the worth of each individual is one of the most fundamental of all of the tenets of a democracy. This emphasis upon the value of each individual approaches that of a sacred belief, and any intrusion upon the rights of the individual is strongly guarded against by constitutional and legal guarantees. We believe in the primacy of the life of each individual and have organized the political, social, and economic structure of society to further the goal of respect for each person. Although there are many instances in contemporary society in which this ideal falls short of complete fulfillment, it still represents a goal toward which the mass of society aspires. We can only hope that the institutions established by society will constantly move toward increasing the possibilities for complete maximization of the opportunities for the development of each individual.

However, this emphasis upon the unique worth of the individual assumes that each person will accept responsibility for participation in the improvement of the political, economic, and social order. A democratic society places great reliance upon individual initiative and enterprise and trusts that this activity will eventuate in a better society for all. Individuals must be willing to become familiar with the nature of current issues in order that they may better participate in decision-making regarding these issues. It is also necessary that they become active in informal and formal political processes as a means of shaping that policy most consistent with their own view of the needs of society. We would also expect them to accept personal responsibility for improving their own lives as the one greatest contribution they can make to the strengthening of the entire democratic process. Our faith is in the individual and this faith must be borne by each person as he assumes the role as an adult citizen.

The school program must be in harmony with the concept of the unique worth of each individual. The whole philosophy of individual differences is a reflection of the necessity to pay particular attention to the specific needs of each individual. Above all institutions, the school must always look upon each child as being of particular worth and must adapt its program in order to develop the fullest potential of each student. We hold this to be one of the major goals of citizenship education since the strength of democracy depends upon the intelligent action of each individual.

We suggest that all social studies teachers clearly recognize and accept their responsibility in this area. The welfare of the individual must take precedence in decisions related to curriculum and methodology. Moreover, we believe that curricular and methodological decisions will, in reality, be made in accordance with the teacher's attitude toward each individual child. The teacher's day-to-day actions will probably be the best guide as to his acceptance of the value of each person. **We believe that no teacher, under any circumstances, should take any action which would serve to depreciate the value of the dignity and worth of any individual student.** Let the behavior of the teacher establish the pattern to be expected of students. This is not to say that teachers should not expect conformance with accepted codes of behavior nor that they should not demand quality performance in all endeavors; rather we are saying that the individual is to be regarded as a precious commodity to be nurtured, guided, and directed in accordance with his own special needs. "Let each student become all that he is capable of becoming," is the credo which should guide all of our decisions and actions. It is an ideal toward which we should aspire and the teacher's own behavior should be the example of this ideal which students may emulate.

We believe that the social studies program, in concert with other subject areas, may make a valuable contribution to the goal of the development of the potential of each student. In attempting to determine the phases of this goal with which social studies teachers should be concerned, we have delineated several aspects which we feel would assist us in developing this important goal of citizenship education.

The relative success that students experience in social learning depends, in a very large degree, upon a student's emotional balance and maturity. This is often reflected in low motivation on the part of the student.

Although the problem of sustaining a high motivational level is not a simple one, we would suggest that one of the primary factors related to the problem of motivation is that of a student's level of aspiration. Certainly anything that would be done to raise the level of aspiration on the part of any student would most generally result in better classroom performance. We would suggest that this level might be materially increased by improving each individual student's self-concept. The way that each individual looks at his own capabilities, his own successes and failures, his own potentialities for the future, and his own role in interpersonal relations will, to a large extent, determine his level of performance in the classroom. By improving the student's own self-concept, we should be able to assist him to increase his own effectiveness as a student and as a citizen.

Each individual must feel that he is important and has a positive contribution to make to society. Whatever his abilities, he must be led to feel that these abilities give him a unique quality which, when utilized, can assist him to become a productive citizen. We feel that each student in the social studies should be provided some success experiences which will help him develop his own self-esteem. Not all students can perform equally well in verbal behavior, not all can share equally in contributing creative talents, not all have the same qualities of leadership, not all have similar talents in analytical decision-making and not all have the same contribution to make in the area of citizenship education. But all can make some effort in each of these areas and each person's efforts should be rewarded in relationship to his ability. Whatever the curriculum pattern that is in use or whatever methodology that is employed, opportunities should be provided for successful performance at some meaningful level for each student. All too often, school becomes a succession of frustrations for students which can lead to a defeatist complex lasting into adult life. We are convinced that efforts made to improve a student's self-concept will ultimately lead him to a more mature, productive role as a citizen. It is probably trite but nevertheless important to emphasize the urgent necessity which many members of minority groups or those representing lower socio-economic classes have in needing a more adequate self-concept. The social studies, by the very nature of the material with which it is conceived, can play a valuable role in assisting in this development.

In aiding an individual to develop to his fullest potential, it is also necessary for him to understand the sources of his own beliefs and to stand willing to rationally examine these beliefs. Each person comes to school with an established set of beliefs which have been influenced by many factors. Students should understand the forces which have shaped his own structure of beliefs and be willing to test these beliefs in conflict with new or different interpretations. We feel that a person who has convictions and understands the reasons for those convictions will be able to approach adult life with a sense of confidence and maturity which will enable him to become a more effective citizen.

Not only must a person fully understand the nature of his own beliefs but he should be willing to take action consistent with those beliefs. The success of our form of government is closely dependent upon the assumption of responsibility for the welfare of that government by each individual. Each person must develop a commitment to help the system realize its ideals. It is not enough that he can verbalize his own feelings about the direction society should take; he must be willing to take positive action to assure that beliefs be translated into policy. Certainly the social studies program should provide an enriched set of experiences which will enable students to gain understanding of the methods of influencing policy. Again, mere verbal explanations of such procedures are inadequate; these must be followed by opportunities for concrete experiences.

Of course, individuals must learn that they must be held accountable for their own actions. We cannot condone irresponsible behavior, actions which arbitrarily interfere with the freedom of others, or those which are purely motivated by self-enhancement at the expense of the welfare of others. We seek individuals who will become constructive members of society; who have a vision of what democracy can mean and are willing to work for the fulfillment of that vision; individuals whose favorable self-concept frees them to become a positive force in their community; individuals who recognize that only by the fullest realization of each person's potential can we expect to reach the ultimate goals of society. Each social studies teacher must accept these as his own personal standard which can then be translated into actual classroom practice. To do less would be a negation of our role as an instrument for the improvement of democracy.

In teaching for the attainment of the objective of the development of the potential of each student in order that he can develop a favorable self-concept which will enabe him to become a constructive member of society, the following student behaviors should be developed:

1. Recognizes the importance of his own worth.
2. Accepts the importance of his contribution to the welfare of other individuals, groups, and to society as a whole.
3. Shows acceptance of personal responsibility for his own development and growth.
4. Demonstrates some way of contributing to the welfare of the entire school.
5. In accordance with his ability, is able to contribute successfully to the work of the social studies classroom.
6. Understands the sources of his own beliefs and shows a willingness to examine those beliefs.
7. Is able to establish positive relationships with his age-mates.
8. Shows respect for the welfare of other individuals.
9. Demonstrates respect for authority symbols in society and understands the necessity for restraints on personal behavior.

10. Shows skill in communicating his ideas to others.
11. Shows a personal commitment for the improvement of other people and for that of society.
12. Accepts responsibility for his own actions.
13. Uses rational means in arriving at personal decisions.
14. Accepts rights of others to reach decisions on the basis of rational inquiry even though they are in disagreement with his own views.
15. Shows a continued growth toward the development of a favorable self-concept.
16. Shows an awareness of his own potentialities and works toward their fulfillment.

Development of the Ability to Work Effectively with Others in the Solution of Personal and Societal Problems.

No man is an island unto himself. Even though our society places great stress on the individual, it must be recognized that we live in a social world in which interaction with others is a natural condition. Each of us is a product of this interaction since our values, beliefs, personal conduct and political and social orientation are influenced by those with whom we associate. Conversely, we, in turn, are instruments of influence upon the actions and behaviors of others. Indeed, much of our satisfaction in life is drawn from this interaction. The relative degree of success that each person experiences in his ability to relate to other people is crucially important in determining the quality of his own self-concept as well as the extent of contentment and satisfaction that he will find in life.

As teachers, we are concerned about improving each student's ability to interact with others. If a well-integrated personality is one of the conditions necessary for increasing a person's contribution as a citizen, we must provide experiences in the school program which will assist in this development. We cannot escape the fact that the school plays an important role as an agent of socialization; it is simply a question of whether the program provided by the school reflects a positive, active role in this socialization. We are concerned with the fullest development of the individual and believe that one of the major phases of this development is to increase each person's effectiveness in his interaction with others.

Society also has a stake in the development of positive interpersonal relationships. The vision of a democracy is that of individuals working in concert with others to make decisions regarding the future course of governmental policies. Solution to pressing social, economic and political problems necessitates the deliberative wisdom and action of many people. Group decision-making is central to a democratic society. Individuals must be assisted in developing techniques by which they can be more effective in group participation as well as with their individual relations with others. Consensus building requires skill in interpersonal relations and we believe that this skill can be developed in the school program.

The quality of leadership is often determined by a person's ability to influence others. This is particularly true of political leadership in a democracy since the very essence of this position lies in its responsibility to influence the electorate. We are convinced that our nation faces issues of such magnitude that the intelligent participation of all citizens is required as we search for solutions. Certainly, this requires that each person develop a commitment regarding his own position on these issues and that he develop techniques and means of translating this commitment into action. It is one thing for a person to have very strong attitudes and feelings regarding the issues of contemporary society; it is quite another for him to find some means of social expression for these beliefs. We believe that both of these are essential to effective citizenship in contemporary society.

There are several phases of the goal of effective relationships with others as a major objective of citizenship education. Initially, we are concerned with development of the individual's skill in working with other people. In developing this skill, it is expected that each student would improve his ability as an effective group member by (1) assisting the group of which he is a part in clarifying their objectives, (2) by his willingness to offer useful ideas to the group, and (3) by seeing that group activity continually moves toward a fulfillment of group aims. He should strive to anticipate probable consequences of a group's decision or action and, if necessary, aid members in redefining their decisions in light of the consequences. Since compromise is central to the operation of an effective group, each person bears a responsibility to assist the group to move toward compromise. By encouraging others to become actively engaged in the activities of a group, he would naturally assist in development of each person and also help to make the group more productive. If necessary, a person must be willing to accept responsibility for leadership in group activities or be willing to accept the leadership of others more qualified than he. In effect, each individual assumes responsibility for the successful operation of the group of which he is a part, and utilizes every opportunity to offer his own unique abilities to this end.

Ultimately, what we would expect of each individual is the development of a sense of personal responsibility in assuring that group activity becomes meaningful. Group activity is not an end in itself, but rather a means of accomplishing worthwhile purposes. Whether it is a school group, civic or community forum, or the deliberations of a formal or informal political organization, we are convinced that each person must develop the skill in working with others. It is through the sharing of ideas, arriving at a consensus on those ideas and taking responsible action in translating these ideas into policy that the true meaning of an individual's participation in the democratic process can be fulfilled.

One of the great traditions of American society is that we are a diverse people, having different origins and ethnic backgrounds, coming to this country to seek the great ideals of freedom and equality. This diversity has been one of our great strengths since people representing many backgrounds have each added their own unique qualities to the formulation of the American culture. We are not a product of a common cultural background but rather have homogenity out of a rich diversity. This process is still underway and will continue as long as we stand as a haven for peoples from all parts of the world. We are a pluralistic society in which differences in ethnic origin and religious outlook have resulted in variations in value structure.

The school is a microcosm of society. It has been the one institution in which people with different backgrounds and beliefs have been brought together to share a common set of experiences. It is our belief that opportunities which are provided by the school should increase the student's ability to work effectively with other students whose origin, background and beliefs may be vastly different. We would regard this as being a necessary part of an individual's education for accepting the responsibilities of citizenship.

Through group and individual contacts, we should stress the need for each student to respect differences arising from human and cultural diversity and to understand how these differences may result in variation in points of view. Uniqueness is a characteristic to be encouraged rather than condemned if that uniqueness is used to bring a rich variety of experiences to bear on the solution of common problems. Students must be taught to be sensitive to the desires, unique needs and aspirations of others. They must see that there are divergent points of view on the solution of persistent problems and issues and that the primary function of democracy is to work toward a reconciliation of these points of view. We must learn to expect differences in attitudes and to respect these as a source of our greatest strength rather than something to be ridiculed.

The fulfillment of this objective may well be summarized by the word, empathy. If students can have experiences which will help them to respect cultural differences, to recognize the right of each person to hold his own personal beliefs, to believe that variation is to be accepted for what it can contribute to our own development, to recognize that each of us is a product of a rich, pluralistic tradition, and to seek means of utilizing this variation into a group consensus which will be a source of strength and satisfaction for all, then we believe that students will be in a better position to work effectively for the attainment of democratic goals. Certainly, the citizen of today must live in a world in which he comes in constant contact with people from all parts of the world whose cultural origin is vastly different from his own. People are different and students must be taught to accept and respect these differences. Each person is an ambassador of the American culture as he comes into contact with these people from many parts of the globe. We should begin early in the school program to develop an awareness of and a sensitivity to the variations in beliefs and behavior patterns existing in our own society as well as those which are characteristic of people outside our own national boundaries.

We are asking for a commitment on the part of the school in developing a program of positive human relations. Each person has unique qualities to contribute to the richness of American life. The realization of these qualities may well depend upon an individual's ability to work effectively with others. We would expect the school program to materially aid in the development of those personal skills which aid each person to communicate his ideas, to increase his effectiveness as a participating member of a group, to recognize the principle of human diversity through ability to see problems from the viewpoint of others, and to accept the necessity of working with others in the solution of problems which will lead to an improvement of society. Each person must not only develop these skills for himself, but he must accept responsibility to see that others grow toward the attainment of these goals.

Finally, it is our belief that each person must accept the responsibility and, indeed, the opportunity to assure that other individuals develop to their fullest potential. We all have a stake in the survival of our own social order.

The future will not be easy, and we cannot expect to find a panacea for problems besetting society. Democracy will demand the best in each of us, and each of us must accept the responsibility for not only increasing his own competence in dealing with the future, but also assisting others to develop to their maximum potential in this regard.

In teaching for the attainment of the objective of the development of the ability to work effectively with others as a means of solving personal and societal problems, the following student behaviors should be developed:

1. Shows an awareness of the need to work with others as a means of solving problems.
2. Shows ability to develop positive relationships with a large number of his fellow students.
3. Accepts personal responsibility for the effective operation of any group with which he is associated.
4. Accepts personal responsibility for influencing the nature of decisions to persistent social issues.
5. Shows a commitment to his own beliefs and takes action to further these beliefs.
6. Assists each group with which he is associated to clarify their purposes and objectives.
7. Shows ability to assist groups to arrive at some consensus regarding problems.
8. Demonstrates willingness to offer constructive, useful ideas for group consideration.
9. Demonstrates ability to act as a constructive agent in helping the group move toward fulfillment of their aim.
10. Demonstrates ability to encourage others to participate in group activity.
11. Accepts responsibility to accept the contributions of others as they will contribute to group welfare.
12. Shows willingness to work toward a reconciliation of opposing points of view.
13. Shows willingness to accept personal leadership in group decisions or to accept leadership of others.

Knowledge and Ability to Participate Effectively in the Governing Process

Of all of the stated objectives of education, the emphasis upon the acquisition of knowledge has been the most constant. Knowledge is the key to learning and we expect that the student's fund of knowledge will increase as he progresses through the school program. Indeed, much of our determination of a pupil's success or failure in school is dependent upon his skill in acquiring the data that teachers consider essential to their subject. Textbooks are written to facilitate the organization and presentation of knowledge; achievement tests are administered to assist teachers to assess student acquisition of basic information; and the school rewards those students who show high skill in acquiring that body of knowledge which teachers and the school deem essential. Although the school may advocate that its program reflects an emphasis upon the attainment of a broad range of pupil behaviors, actual practice gives a predominate position to the knowledge objectives.

Certainly there are many factors which have led to this emphasis. Society expects the school to be an agent of cultural transmission. It is expected that knowledge of the accumulated wisdom of the past gives each of us a better sense of our traditions, the uniqueness of the American system, and will emphasize to every person that they are only a product of the nation's social, political, economic, and cultural heritage. We expect that students will gain an understanding of their past through the school experience. There is no question but that this is a primary concern of most adults. The adult generation is often bitterly critical of what they consider to be the failure of the school to achieve a proper degree of success in this area. Society expects that the school will help students develop an ever-widening fund of knowledge, since knowledge is considered by many as being the first prerequisite of effective citizenship.

Through this emphasis by society, there is an implied assumption that information is related to behavior change. We often expect that an increase in the amount of knowledge accumulated by an individual will result in increasingly acceptable social behaviors. The rational man is the goal of the educational system and we would expect that this rationality would grow from knowledge as provided in the school experience. We would, therefore, expect that a person who has the knowledge necessary for effective citizenship will behave in a manner consistent with that knowledge. If a person can acquire information relative to the functioning of the governmental process, he will be in a better position to make decisions which will affect that process. If an individual understands the past, he can use this knowledge to gain an increased perspective on the relationship of the past to the present. Again, we assume that the behavior of a prejudicial individual can be altered if we can provide him with reliable data showing that the basis of his prejudice is in error. Even though we may be constantly distressed by the failure of knowledge to function in accordance with our expectations, we often seek solutions through increasing our emphasis upon the acquisition of knowledge rather than questioning the assumptions upon which this emphasis is based.

Teachers also place great reliance upon increasing a student's fund of knowledge. Their own background and training has demonstrated the value of knowledge and they accept this as being an important goal of education. It is also true that the attainment of this objective may be fairly easily measured, through both teacher-made and standardized tests. Learning aids of many kinds are provided teachers to aid them in improving their skill in imparting knowledge. In many cases, then, knowledge becomes the end goal of the whole educational process. We expect it to be the determining factor in assessing the degree of relative success experienced by students in school and we often justify this as being the essential ingredient in citizenship education.

The content of the social studies program is drawn from the whole range of human experience. Therefore, it becomes obviously impossible to include all pertinent data regarding the historical development of mankind or to make a thorough analysis of the present trends in civilization. It is readily apparent, then, that the crucial question facing the social studies program becomes one of selection of what is relevant and necessary for the school-age child to understand. Even then, our determination must be subjected to the test of whether relevance today will have meaning for the citizen of tomorrow. The extent of knowledge is constantly increasing and much of what we learn today may be superseded by new research findings of tomorrow. The emphasis upon the attainment of knowledge for its own sake assumes a constancy which is open to serious question in a world characterized by rapid change.

The task of selecting data for emphasis in the school program which is appropriate for today and which will have relevance for tomorrow is not an easy one. It is the most difficult and complex task facing the social studies teacher. We do not suggest that there is one single solution to this problem since the choice depends upon a teacher's own philosophy of what is important as well as upon their interpretation of the requirements of citizenship education. We do feel, however, that there are certain guidelines which should provide teachers with some assistance in the selection of content appropriate for the social studies.

We believe that schools should de-emphasize the stress upon the acquisition of isolated factual data as the primary goal of learning. This de-emphasis is especially crucial to a carefully conceived social studies program. Attention to the learning of names, dates, and specific events in history may have some significance but it does not provide the student with an understanding of change and development which the study of history can provide us. Knowledge of the data of the structure of government provides us with little insight into the process of government, which is so vitally important in our lives. Understanding of place geography or the location of natural resources is not the real essence of the study of geography. All too often, the social studies program has been overly concerned with having students learn data which cannot help them understand social science phenomena. Indeed, it has not only failed to give them understanding, it has often retarded development of insight into the social studies. Much of the data that we emphasize not only will change but it is dated at the very moment it is imparted to students. It is not difficult to understand why students often charge that the social studies program is dull, uninteresting, and not particularly relevant to the understanding of the current world.

Research evidence indicates that factual learning is not retained very long by students. Teachers know that students often forget much of what they have been taught from one year to the next. We may insist that students know the names of the explorers of the New World, the routes they took, and the dates that they landed, but we confidently predict that this kind of information will be not long remembered. We can ask students to learn the names of the military engagements of the Civil War, but it is not likely that this is the type of information that will be easily recalled after a lapse of time. Examples of this kind of emphasis in the social studies are all too often common in the schools. If students cannot remember this kind of information, can teachers, in good conscience, justify the extent of the emphasis that they place upon that kind of learning. Learning theory and newer philosophies of the social studies suggest that teachers give careful thought to the role of knowledge in the social studies program.

What knowledge is of most worth? We would suggest that the criterion that should be used in selecting appropriate knowledge for emphasis is that which is needed as a basis for inquiry into persistent issues. Knowledge, therefore, becomes that which is needed by students as they engage in the process of decision-making. The selection of the focal points for inquiry, then, becomes the determinant of the kind of information needed by students. Data is selected for its utility in supporting or rejecting hypotheses, facts are used to support generalizations, and the acquisition of information and the process of learning become steps in a meaningful learning situation. We would say, then, that data becomes useful and functional for a student only as he sees that it has some relevancy to an issue or problem under consideration by a class. We may study the Civil War by collecting data which may help us explain various alternative causes for the War. We search for data from geography and the other social sciences in attempting to understand why patterns of culture differ in various parts of the world. We look at a contemporary issue in government and then determine what facts will aid us in gaining a better understanding of that issue. In short, data from the social sciences becomes a means to accomplish an end rather than being an end in itself.

It must be emphasized that even under the most optimum learning situation, we can never give attention to all social science data. There must always be a process of selection involved. Since this is true, teachers must base their decision upon the relative appropriateness of different data upon some rational base. Certainly the scope of the curriculum provides some general basis for determining content. However, we subscribe to the belief that a completely predetermined selection of content is not feasible in a society whose primary characteristic is rapid change. It is our belief that only the broad outlines of problems and issues can be selected in advance, with the specific determination of facts necessary to study these problems and issues being left to needs and interests of a particular class. The social studies curriculum must provide enough flexibility to enable a teacher to vary the nature of the content appropriate for any class.

It should be emphasized that we are not depreciating the value of social science data; indeed the kind of program that we envision makes the acquisition and utilization of data a more demanding process. We do not believe that facts should be learned as an end in themselves. Rather, facts should be learned as they are needed to support generalizations, give validity to general principles, or to test alternative hypotheses. It is our belief that an accumulated body of information is not a prerequisite to participating in the process of inquiry; rather is it developed concomitantly with that process. A student engaged in the process of inquiry may, in the long run, have a larger fund of usable knowledge than can be acquired in a more conventional program. Research evidence suggests that students engaged in this type of program accomplish the broader aims of the social studies without sacrificing the accumulation of information. And quite possibly, that information will have more relevance and meaning to students which, in the long run, is very closely related to the central purpose of the educational process.

Finally, we believe that one of the major tests of relevant knowledge lies in the degree to which it can contribute to understandings necessary for effective participation in the democratic process. Teachers must always ask themselves whether knowledge that they have selected for emphasis is really significant in order to understand our own system of government. In effect, will this knowledge contribute to the development of those behaviors necessary for effective citizenship? They must search their own conscience in determining whether or not this knowledge has meaning only for today or will it have relevance for tomorrow. The old adage that "Knowledge is Power" is true only if that knowledge has some functional meaning for students.

In teaching for the attainment of the objective of knowledge and ability to participate effectively in the governing process, the following student behaviors should be developed:

1. Shows ability to recall facts when needed to support a generalization.
2. Has familiarity with a large number of social studies words as they are commonly used.
3. Shows ability to arrange events into proper chronological sequence.
4. Shows an awareness of and the ability to use the methods of the social scientists.
5. Shows ability to use criteria by which facts and principles are tested.
6. Is able to develop generalizations from social science data.
7. Shows ability to apply generalizations to new situations and problems.
8. Demonstrates the ability to use knowledge in understanding social, political and economic phenomena.
9. Demonstrates ability to compare themes, generalizations, or facts about different cultures.

10. Demonstrates the ability to use a wide range of materials in gathering evidence.
11. Shows an awareness of the relationship of American tradition to present-day problems.
12. Demonstrates skill in effectively communicating social science knowledge.
13. Shows an awareness of the development of American institutions.
14. Is able to compare and contrast American culture and cultures of other nations.
15. Demonstrates an awareness of contemporary issues and problems.
16. Uses knowledge as a basis for active participation in the democratic process.
17. Understands the rules by which social and political decisions are reached.
18. Shows continued development in increasing his fund of knowledge.

IMPLICATIONS OF PHILOSOPHY FOR SOCIAL STUDIES TEACHING

A philosophy of the social studies serves no real purpose unless it is translated into actual classroom practice. We believe that the goals for the social studies as stated in the previous pages, have important implications for the nature of curriculum and instruction in the social studies. We would suggest that teachers carefully study the following implications as a guide to the development of their own point of view.

I. Methodology
    A. The method of inquiry is the appropriate approach to content and can be used in any of the social sciences.
    B. The process of decision-making through inquiry is a skill which is applicable to all grade levels.
    C. Skill in decision-making is a principal outcome to be developed by students.

D. Acquisition of social science data is developed concurrently with the use of the inquiry method.

E. Inquiry is applicable to all levels of ability, recognizing that there will be differences in the ability of students to use this skill.

II. Curriculum

A. Social science data will be considered as a means to the end rather than an end in itself.

B. This program assumes a multi-disciplinary approach to the social studies curriculum even though courses within that program are taught as separate subjects.

C. Emphasis in the program will constantly be placed upon the skills for the acquisition of knowledge.

D. Curriculum provisions must make provision for variations in individual ability to permit all children to have opportunities to gain skill in the method of inquiry.

E. Selection of content must be made in terms of its relevance to data necessary for furthering inquiry.

F. The body of content of the social studies curriculum cannot be fully predetermined.

G. The specific nature of the content of the curriculum will vary from school to school and from classroom to classroom.

H. An increased amount ot school time will have to be devoted to individual study and research.

III. Teacher

A. Social studies teachers must be receptive to new ideas, and constantly seek to increase their own perspective and knowledge of all of the social sciences.

B. Teachers must be adaptive, flexible and willing to accept an experimental attitude toward educational innovations.

C. Teachers must be willing to accept student disagreement with their point of view.

D. Teachers should not only constantly increase their own scholarship in the social sciences, but also seek means of developing skill in relating this knowledge in a functional way.

E. Teachers will need to constantly improve their competence through a realistic program of in-service education. Teachers will need to accept the necessity for participating in this program.

F. Teachers who accept the validity of this philosophy must constantly demonstrate that the program envisioned here has merit and will result in a better social studies program.

G. The teacher must constantly seek a classroom climate in which issues and ideas can be freely explained.

H. The teacher cannot view his role in the classroom as an expounder of knowledge.

IV. Resources

A. Commitment to this program will necessitate the use of a wide range of resources and media.

B. All materials which can contribute to an understanding of issues and problems must be considered as legitimate resources for use in the social studies.

C. Schools that follow a program consistent with this philosophy must expand their library of instructional materials for use by students and teachers.

D. Sole reliance upon a single textbook is not consistent with the philosophy stated above.

V. Student

A. This approach assumes that all students can participate in inquiry as a means toward improving their skill in decision-making.

B. Students at all grade levels can profit from participation in the process of inquiry.

C. A democratic classroom climate will encourage students to engage in divergent thinking.

D. Some of the traditional beliefs of students will be altered or reinforced by engaging in this program.

E. It is expected that this approach will better develop those student qualities which are consistent with the democratic process.

F. Program places greater responsibility on the student to act in a mature, rational way.

G. For some students, this program may be more unsettling and give rise to more intellectual frustration than is found in the traditional program.

VI. Evaluation

A. Procedures for measuring student progress will have to be consistent with the goals of inquiry.

B. Evaluation of student progress toward achieving goals of the social studies will have to be based upon a wide variety of criteria.

C. Evaluation of knowledge objectives should be in terms of application to conflict situations.

D. Measurement and evaluation must be based upon observable changes in behavior of students as well as upon the attainment of knowledge objectives.

E. This approach will necessitate a change in the teacher's concept of what is relevant to the attainment of broad goals of the social studies.

VII. Curriculum Guide

A. A highly prescribed course of study is not conducive to the development of an innovative creative approach on the part of the teacher.

B. The guide must assume that all teachers will demonstrate initiative and innovativeness in carrying out the program.

C. The guide should reflect the best illustrative practices which will reflect the spirit of the program.

D. Guides should be open-ended and tentative in nature, and should be subject to frequent, periodic revision.

E. A guide should demonstrate the developmental sequence of skills, activities and approach rather than a sequence of content.

F. A guide should reflect newer scholarship in education and the social sciences and the relationship of this scholarship to the school program.

VIII. School and Community

A. It is recognized that there will be individuals and groups in local communities who will not be in sympathy with the new program.

B. Program will necessitate a climate of academic freedom in both school and community.

C. The board of education and the administrator in each local school system must develop policies which will protect the right of teachers and students to examine issues and problems in a spirit of open inquiry.

D. The social studies teacher must assume much responsibility to assure that his own actions are always consistent with the spirit of free inquiry.

E. Program necessitates a close relationship between the school and community.

F. The program of the entire school will need to be consistent with the philosophy underlying this approach.

G. Program will necessitate a close relationship between the teacher-administrator and the board of education in organizing learning activities consistent with this approach.

CONTROVERSIAL ISSUES AND THE SOCIAL STUDIES

Throughout this statement of philosophy, emphasis has been given to a social studies program which is organized around persistent problems and issues. These issues are of extreme importance to society and require the ultimate in wisdom on the part of all citizens if appropriate solutions are to be found. There is no unanimity regarding the answer to these questions; indeed, the nature of democracy is such that reasonable men may always disagree on matters of public policy. But it is imperative that problems be open to reflection and discussion, and that the will of the majority shall be the determining factor in the selection of alternatives. The free exchange of ideas is essential to a democratic society. Any arbitrarily imposed restrictions on this free exchange places limits on the effective functioning of democracy.

If the schools are to serve as a training ground for the preparation of citizens, pupils must be provided with experiences which acquaint them with a study of issues. It is essential that the classroom be a forum in which areas of controversy can be explored in a rational manner under the direction of a competent teacher. We cannot avoid conflict in public issues; therefore, students must be provided with experiences which lead to the development of those attitudes and competencies necessary to adequately deal with this conflict. We also cannot avoid having students openly discuss controversial issues. It is simply a question of whether we will permit this discussion to occur in the classroom where the emphasis can be placed upon rational examination rather than emotional debate.

Certainly, the age and maturity level of children and youth will determine which of the many issues are most appropriate for examination. Although an understanding and recognition of conflict situations is an essential aspect of the school's program of citizenship education, it should be recognized that there are techniques of analysis which can be learned by students, which is, of course, important. Experiences must be provided in analyzing issues, in the selection of alternatives, in gathering evidence appropriate to the testing of these alternatives, and in reaching decisions upon the basis of evidence. By developing competence in these skills, students will be much better equipped to deal with areas of controversy when they reach adult status.

There is little question but that an approach centered on controversy will be met with opposition by some groups. In every society, certain organizations wish to restrict free and open consideration of issues. Some fear that such a program will lead students to accept ideas inconsistent with democracy. Others seem to feel that issues should be deferred until students have a thorough understanding of democratic thought and tradition. They feel that the school's proper role is to assure commitment on the part of students, a commitment which would be based upon a consideration of prescribed answers to questions. To these groups, we say that we are convinced that democratic beliefs can stand the test of examination. We have nothing to fear from alien ideologies; we believe that rational examination will lead to deeper faith in the democratic process. We cannot close our eyes to the fact that many of the problems besetting society generate heated differences. Democracy will not be strengthened by our refusal to accept this simple fact. Unless citizens are willing to meet together in an attempt to resolve these differences, there is little hope for the future. We propose that the school is the proper place to begin this training in deliberative discussion.

Some groups will say that elementary and secondary school students are too immature to profit from participating in conflict analysis. They earnestly believe that young students can neither grasp the significance of the problems that are involved nor can they deal realistically with the solutions that are proposed. These groups accept the idea that the limited background and experience of students precludes any honest consideration of controversial issues. To these groups, we say that we cannot delay bringing to students the realities of modern society. Of course, it is true that their experience and knowledge will not enable them to bring the mature wisdom of adults to bear on any analysis of controversy. The idealism of youth will mean that their solutions do not always enable them to see the practical limitations which may act as barriers to easy solutions of problems. But with these limits in mind, we believe that the school is the proper place to begin such a program.

Often, a program of controversial issues is impeded by the censorship of materials suggested by some groups. There have always been some people who believe that textbooks should carefully refrain from dealing with topics or issues which are contrary to their views. Schools have also been subjected to the criticism that reference works or periodical literature present students with interpretations not favored by the majority. A realistic program of controversial issues must utilize materials representing various points of view. We must resist attempts by outside groups to censor materials which present viewpoints with which they do not agree. Competent professional people on the school staff should be the ones who determine what materials should be used in the school.

Because of the nature of the social studies program implied in this statement of philosophy, we believe that it is essential that the school establish a school policy regarding the teaching of controversial issues. We urge school boards to either adopt the provisions stated below as the basis of their policy or to establish their own in harmony with the principles included in this report. It is our contention that a written statement concerning the treatment of controversial issues is in the best interests of the community, the school board, the administrators and teachers, and most importantly, the students themselves.

Suggested Policies for the Treatment of Controversial Issues in the Social Studies

I. Basic Premises of the Policy Statement

We believe that the treatment of controversial issues is essential to a well-developed social studies program. Since the primary objective of the social studies is education for citizenship, the program should deal realistically with the persistent issues of society. We believe that an open, rational examination of issues, conducted in a spirit of free exchange of ideas, is not only a valuable experience for students, but an essential one if they are to be prepared to assume their role as participating members of a free society. The primary purpose is to provide students with an increasing degree of skill in the analysis of controversial issues.

To assist teachers to effectively deal with controversial issues in the classroom, we are committed to the following basic premises upon which the program in our school is based:

A. Students and teachers have a right to study and discuss significant social, economic and political issues as an integral part of the school program.

B. Students and teachers have the right of access to publications or statements which are related to the issue which is being studied.

C. Students and teachers have a right to study and discuss all sides of an issue in an atmosphere free from compulsion.

D. Students and teachers have a right to express opinions and to reach conclusions that may differ from those opinions or conclusions expressed by others.

E. Students and teachers have the responsibility to assure that the discussion of controversy in the classroom should always be consistent with rules and procedures of the democratic process.

II. Criteria for the Selection of Controversial Issues to be Studied in the School

Choices must always be made regarding the appropriateness of issues to be considered. In theory, we subscribe to the belief that all public issues should be open for study and discussion in the school. From the wide range of these issues, however, a solution must be made as to which issues are most relevant for consideration in any particular classroom. In the final analysis, this determination must be made by the individual teacher in terms of the best interests of the students involved. However, the following criteria are suggested for use by the teacher in planning for the inclusion of controversial topics:

A. Is the issue in accordance with the experience and maturity level of the students involved?

B. Is the issue of persistence any real concern to the student?

C. Can the issue under consideration contribute to the development of the student's skill in decision-making?

D. Is the issue one which is persistent in society rather than merely transitory in nature?

E. Is the issue one which the teacher can appropriately handle in terms of his own background and personal point of view?

F. Are adequate materials available for studying the issue under consideration?

G. Is the issue one in which data is available for use in establishing and testing hypotheses as a means of seeking solutions to problems?

III. Rights and Responsibilities of the Board of Education and the Administration

A. The board of education accepts the responsibility to prepare a written statement which clearly delineates the role of the teacher in dealing with controversial issues.

B. The administration and the board of education will seek to employ teachers with background in the social sciences sufficient to enable them to deal adequately with issues of social policy.

C. The administration and the board of education will permit teachers to acquire and use materials which, in the best judgment of the teachers, need to be used in dealing with controversial issues.

D. The administration and the board of education will protect teacher's right to free access of materials and to the choice of issues to be studied.

E. The administration and the board of education will protect the teacher and student from unwarranted attempts by private groups to interfere with the teaching of controversial issues.

F. The administration and the board of education will insist that no teacher or other private individuals or groups use the school as an exclusive forum for their own special interests.

G. The administration and the board of education will protect the right of students to hear responsible presentations of all sides of relevant issues.

H. The administration and the board of education have a right to expect teachers to use common sense and professional judgment in working with controversial issues.

I. The administration and the board of education accept the duty to inform the school patrons of the nature of the school program in this area and the reasons for the study of issues.

IV. Rights and Responsibilities on the Teaching Staff

A. Teachers have a responsibility to assist students to obtain adequate quantity and variety of materials representing all sides of an issue.

B. Teachers have responsibility to call attention to the case for unpopular causes if necessary to assure a well-rounded consideration of an issue.

C. Teachers have a responsibility to assist students to discover common goals and areas of disagreement while recognizing that generalizations and conclusions of individual students need not be alike.

D. Teachers have responsibility to encourage students to make up their minds on an issue rather than remain in a state of indecision.

E. Teachers have a responsibility to express their own views on an issue while insisting that this viewpoint should also be open to further examination by students.

F. Teachers have a responsibility to exemplify the most rational and mature behavior in a controversial situation.

G. Teachers have a responsibility to refrain from using their classroom privilege to promote partisan politics, sectarian religious views, or selfish propaganda of any group.

H. Teachers have the responsibility of determining the appropriateness of the issues to be studied.

I. Teachers should insist that students recognize the necessity of conforming to democratic procedures in discussing controversial issues.

J. Teachers must recognize that the freedom to teach does not guarantee freedom of personal behavior or action outside the school.

K. Teachers have responsibility to inform the administrator of those issues which they feel are appropriate for the class to consider.

L. Teachers should use caution in considering controversial issues about which they have inadequate knowledge or understanding.

M. Teachers have a responsibility to use sound professional judgment in dealing with controversial issues in the classroom.

SECTION TWO

RECOMMENDED SOCIAL STUDIES PROGRAM FOR ELEMENTARY SCHOOLS IN NEBRASKA

The program set forth here for elementary social studies was formulated by a committee of elementary teachers whose primary objective was to provide the best of direction for Nebraska elementary teachers and their students.

Education for RESPONSIBLE CITIZENSHIP is the basic objective of the elementary social studies program. We view BEHAVIORAL OUTCOMES to be the most important evaluative measure to assess RESPONSIBLE CITIZENSHIP. **How** students learn is as important as **what** they learn, because children are continually called upon to solve problems in their daily lives. It is our position that the methodology emphasized by elementary teachers should be the PROBLEM-SOLVING approach. Teachers who are using the unit method are probably already carrying out this philosophy to a great extent. Perhaps teachers who follow the traditional textbook approach also utilize this method on occasion. We feel, however, that there has not been enough INVOLVEMENT on the part of students in the PROBLEM-SOLVING activities. We believe that the key to RESPONSIBLE CITIZENSHIP necessitates an extension of classroom activities to the active participation of students in the identification and solving of problems in the various COMMUNITIES in which they live.

RESPONSIBLE CITIZENSHIP is dependent upon a balanced program which includes acquisition of knowledge, skills, and attitudes. It is the position of the committee that the social studies program has a particular contribution to make to this goal through the study of people and their interaction with their social and physical environments and through appropriate experiences and in-depth study of the social science disciplines.

The road map we recommend for studying man in his environments parallels Hanna's "EXPANDING COMMUNITIES OF MEN." We use the BASIC HUMAN ACTIVITIES of men to examine man in these COMMUNITIES. This suggests that the BASIC HUMAN ACTIVITIES will receive appropriate emphasis at each succeeding level of instruction as concepts are introduced and developed to higher degrees of complexity in the various COMMUNITIES OF MEN. We recognize that the expanding environment principle has been challenged because of the many opportunities children have today to learn about the world today through TV, travel, etc. It is our feeling, however, that the traditional treatment of the various COMMUNITIES has been too cursory, non-relevant, too fact-finding and recall oriented, and that too many areas have been selected for study. We therefore propose that each COMMUNITY be covered in depth. Because so many opportunities are available for children to participate in direct, firsthand, and meaningful experiences in each COMMUNITY, this approach is not only desirable, but necessary. At the same time, we urge teachers to remain flexible enough in their utilization of this sequence to make adjustments to accommodate the needs and interests of their students whenever appropriate.

The BASIC HUMAN ACTIVITIES also suggest that the content should be taken from the SOCIAL SCIENCES and that a MULTIDISCIPLINARY approach be utilized. We therefore take the position that in order to better understand people and their interaction with their social and physical environments in the various settings or EXPANDING COMMUNITIES OF MEN, a student must have at least a minimal understanding of geography, history, political science, sociology, anthropology, and economics. We also recommend psychology, philosophy, the humanities, and science as they lend themselves to helping students better understand their environments.

In order to select information from the SOCIAL SCIENCES, we suggest that content be ordered in a logical manner so that elementary students can understand the ideas from these disciplines. This can be done by identifying the generalizations and concepts from the SOCIAL SCIENCES which should receive emphasis at each grade level.

The suggested sequence is based upon the expanding environment principle. An overarching theme, TRANSITION, provides a common element at each grade level, a reflection of our emphasis upon the attendant philosophy of change.

BASIC HUMAN ACTIVITIES*

1. Organizing and governing
2. Communication of ideas and feelings
3. Transportation of people and goods
4. Creation of tools and technics
5. Education
6. Recreation
7. Religious expression
8. Aesthetic expression
9. Protection and conservation of human and natural resources
10. Production, exchange, distribution and consumption of food, clothing, and shelter

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* The Basic Human Activities are based upon the approach outlined by Professor Paul R. Hanna

RECOMMENDED SEQUENCE FOR NEBRASKA ELEMENTARY SCHOOLS

KINDERGARTEN	-	Home and School in Transition
GRADE I	-	The Child and Family in Transition
GRADE II	-	Community Needs in Transition
GRADE III	-	Community Institutions in Transition
GRADE IV	-	Our State in Transition
GRADE V	-	Our Nation in Transition
GRADE VI	-	Our World in Transition

A complete list of topics or units are not listed under each grade level; rather, projected outcomes are suggested which are in consonance with our stated philosophy and goals. Since topics or units only serve as vehicles for developing such goals, teachers may select from among many recommended topics and units.

PROJECTED OUTCOMES OF THE K-6 SOCIAL STUDIES PROGRAM IN NEBRASKA

The outcomes of the social studies program at each grade level should be reflected by changes in behavior of each student in the following ways:

1. Each student is beginning to understand his physical environment in the process of meeting his basic needs.
2. Each student is beginning to understand the realities of his social environment as he perceives how people go about meeting their basic needs and interacting with one another.
3. Each student is beginning to develop skills needed to understand and live effectively in his social and physical environments.
4. Each student is beginning to develop values which reflect a belief in, and a loyalty to, our democratic ideals and principles.
5. Each student is beginning to develop the skills of rational thinking in solving the problems he encounters in his everyday life.
6. Each student is beginning to assume an active and responsible role as a member of his family, school, community, state, nation, and world.

EXAMPLES OF GENERALIZATIONS TO BE INTRODUCED AND DEVELOPED FROM K-6

1. Political Science—People who live together must establish and observe rules.
2. Geography—People live differently in different parts of the world, but all need food, clothing, and shelter.
3. History—Change is a universal condition of human society.
4. Economics—Communities and governments require taxes to provide services to the citizens.
5. Anthropology—We are more alike physically than we are different from other people.
6. Sociology—People join groups in order to meet individual needs.

KINDERGARTEN PROGRAM—Emphasis will be given to in-depth studies of the home and school which will enable the students to learn more about themselves and their immediate surroundings. Short units of work should be planned around such topics as Safety in the Home and School, Working and Living Together at Home and School, Living Things Around Us, and Family Fun.

GRADE I PROGRAM—Emphasis will be placed on the individual child, his family membership and his membership in the larger societal group. Topics such as the following may be included: Our Family Today and Yesterday, How Our Natural Environment Affects Family and Community Living, Good Citizenship at Home and School, Conservation in the Home and at School, The Neighborhood Shopping Center, and Families Around the World.

GRADE II PROGRAM—Emphasis is given to the ways in which communities met their basic needs in the past and how they go about meeting them today, particularly in providing for goods and services. Topics such as, Food Production, Processing of Food, Distribution of Food, Transportation, Communication and Travel can be considered within the context of the local community or communities. Other topics might include Using Our Natural Surroundings, Children of Other Lands, and Exchange of Goods and Services Between Communities.

GRADE III PROGRAM—Emphasis is given to the local community institutions through in-depth studies of such topics as: Churches in the Community, Government in the Community, Education in the Community, Recreation in the Community, and Business in the Community. Type communities in Nebraska should be included. If time permits, comparison may be made with topics such as Early Communities in America, Communities in Other Lands, or Large Communities in America Today.

GRADE IV PROGRAM—Emphasis will be on the cultural heritage of the peoples who have lived in Nebraska—how they lived, how they adapted themselves to their natural environment, how they changed the environment to meet their own needs, and the contributions of the people down through the years. Such topics as Geography of Nebraska, Ethnic Groups in Nebraska, Famous Nebraskans—Yesterday and Today, and Historic Sites and Events might be included. If time permits, topics should be included showing Nebraska as a part of the Great Plains and our relationship to the United States.

GRADE V PROGRAM—Primary focus will be upon the history, geography, beginnings, and growth of the United States. Topics such as the following should be considered: Exploration, Colonization, Migration, Industrial Revolution, Movement from Rural to Urban Living, Scientific and Technological Development in the United States, Leadership Role of the United States, and the Future of the United States.

GRADE VI PROGRAM—Attention will be given to selected culture regions and the study of world programs with an overview of global geography. Topics to be considered include: Economic Inequalities, Population Explosion, Effect of Scientific and Technological Development on Ways of Living, and Cultural Changes Taking Place. These may be studied in subregions which are selected from areas such as The Middle East, Latin America, Far East, Eastern Europe, USSR, South East Asia, South Pacific, North Africa, or South Africa.

K-6 PROGRAM—While topics or units are in progress, many opportunities will occur for comparison to events, people, or places in the news. It is most important for teachers to be aware of daily news events so that they may consider topics under study within the context of a contemporary setting.

SKILLS

The teaching of skills is one of the primary purposes of the elementary social studies program. Skills are introduced and developed at one grade level and reinforced at each successive level. We recommend that the skills to be taught in the State of Nebraska be based upon the Thirty-third Yearbook of the National Council for the Social Studies, entitled **Skill Development in Social Studies.**

ATTITUDES

The following values and ideals will be emphasized in the elementary social studies program:

An understanding and dedication to the democratic way of life . . .

Respect for the worth and dignity of every individual . . .

The knowledge that behavior can be guided by intelligence . . .

A feeling of brotherhood for all mankind . . .

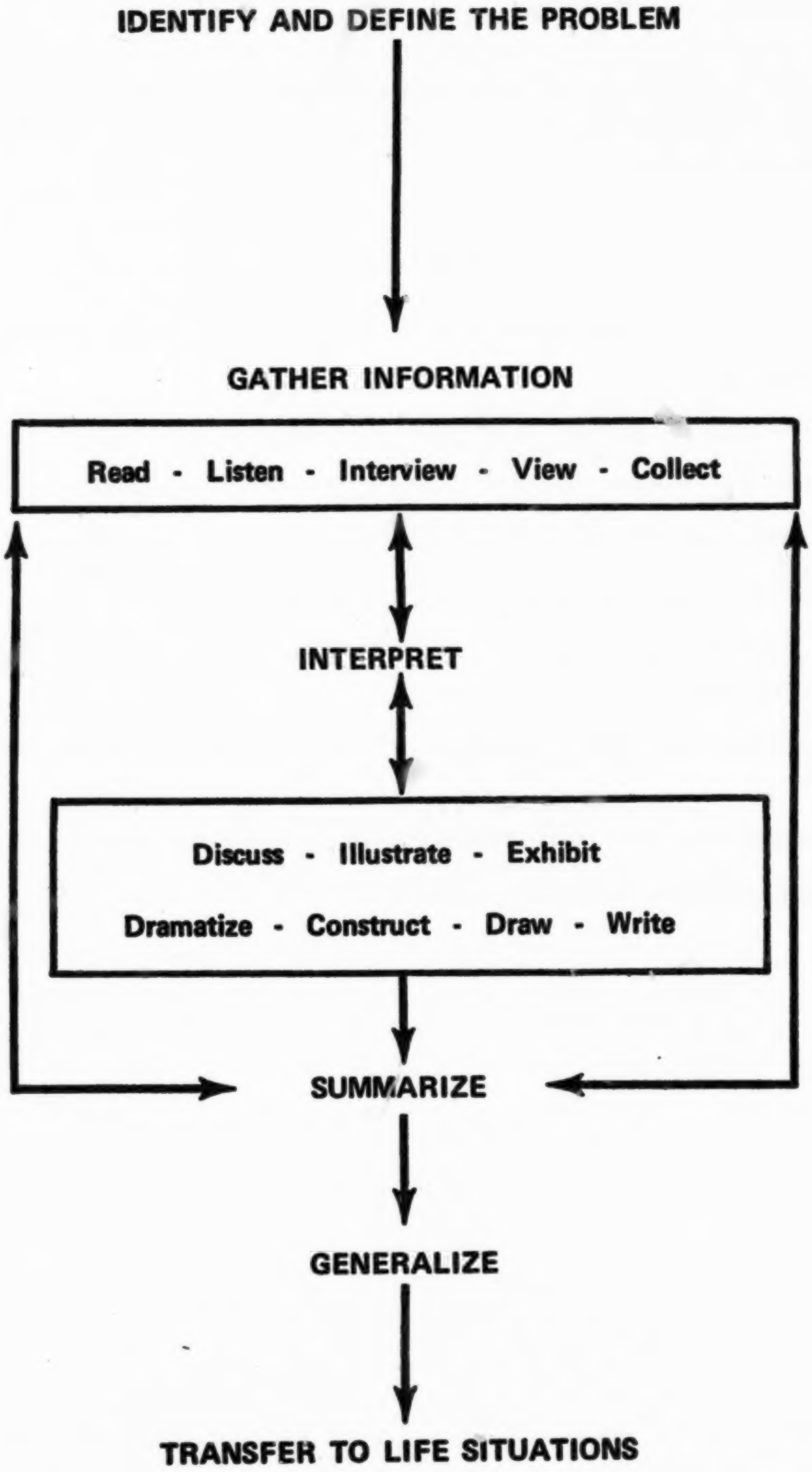
The desire to be an active citizen of his school, community, state, nation and world . . .

A dedication to the institution of the family, education, and government . . .

An awareness that with freedom we also have responsibilities . . .

A feeling of the worth of oneself . . .

EXAMPLE OF PROBLEM-SOLVING FORMAT


IDENTIFY AND DEFINE THE PROBLEM
GATHER INFORMATION
Read - Listen - Interview - View - Collect
INTERPRET
Discuss - Illustrate - Exhibit
Dramatize - Construct - Draw - Write
SUMMARIZE
GENERALIZE
TRANSFER TO LIFE SITUATIONS

SECTION THREE

TENTATIVE SEQUENCE FOR GRADES 7-12

Introduction

This report contains recommendations for a social studies sequence for the secondary schools of Nebraska. It was prepared by a select group of teachers and is based upon the belief that some basic changes in the present social studies curriculum will lead to an improved educational program for secondary school students. Many Nebraska schools are continuing to base their program in accordance with recommendations issued by the State Department of Education in its 1953 publication, entitled **Social Studies in Nebraska Schools.** Workshop participants felt that changes occurring in the social studies field since that time necessitated a new look at the sequential pattern recommended for Nebraska schools.

It should be emphasized that the sequence outlined in this report is intended to serve only as a broad guideline for Nebraska schools. It should be used as a basis for an evaluation by each school system of its own program, which can then be revised in accord with local needs and problems. We feel that experimental activity on the part of school systems collectively and teachers individually is not only needed but highly desirable. The recommendations included in this report should serve as a basis for this activity which can ultimately lead to improving the quality of the social studies program in every school in the state.

The workshop committee responsible for this statement feels that improvement in the social studies must involve more than simply a change in the sequential pattern of the social studies. Schools desiring to enhance the effectiveness of their program must also be concerned with the philosophy upon which the program is based. An agreement upon the outcomes to be sought gives direction to the pattern of curriculum, the selection of content within that pattern, the methodology used by teachers, as well as a selection of resources and materials that are to be used. This philosophy should also be used in establishing the criteria upon which the entire social studies program is based. It is only in this way that each school system can establish a meaningful social studies curriculum for all students.

The social studies sequence recommended in this report has been organized to reflect a particular philosophy of the social studies. This philosophy is presented in an earlier section of this report and we urge all teachers to carefully consider the point of view that is discussed in it. The committee used the philosophy as a major guideline in formulating its recommendations. As a first step, a list of characteristics of the secondary program were set forth which we feel emanate from this philosophy. These characteristics upon which our sequence of courses is based are as follows:

1. The program should be organized to reflect the MAJOR CONCEPTS OF THE SEVERAL SOCIAL SCIENCES, since these ideas have a unique relationship to the goal of developing responsible citizens. The elementary school program is organized around basic human activities as they are reflected in the expanding communities of man. The secondary program is more directly concerned with a study of the social science disciplines in an attempt to gain a greater understanding of the individual in his economic, social, political, historical and geographical relationship with other men. Thus, by its very nature, the secondary school program must be organized in such a way as to draw content from all of the social science fields.
2. The content of the social sciences should be organized in such a way as to give students an opportunity to study and analyze PERSISTENT PROBLEMS AND ISSUES. These problems and issues could be drawn from history or from the contemporary scene. In either case, the goal in studying these issues should be to assist the student to develop a better understanding of the major problems that he faces as a citizen.
3. The social studies experience should be characterized by an intensive use of INQUIRY as a basic approach to methodology. We are committed to this method as being the approach which is most conducive to the development of responsible citizens. Inquiry should be utilized at all levels of the secondary school. It is our belief that it is applicable to content in any of the social sciences.
4. The content of the secondary school social studies program should be determined primarily by that which is needed to inquire into persistent problems and issues and that which is useful in building the major concepts from the social science disciplines. Therefore, the secondary school program IS NOT ESSENTIALLY BASED UPON A PREDETERMINED BODY OF KNOWLEDGE TO BE MAS-

TERED, but rather upon a selection of content relevant to the problems and issues, useful in the process of inquiry, and mindful of the major concepts.

5. The major objectives of the program should be organized to reflect SPECIFIC BEHAVIORAL OUTCOMES on the part of students. The organization of learning experiences, the selection of content, utilization of materials and procedures of evaluation—all should be directed toward the attainment of these behavioral goals. These goals should be drawn from an analysis of the competencies needed for effective citizenship in a democratic society.
6. The secondary school program should be SEQUENTIAL in nature. The program should provide for a continuous, coordinated development, from grades seven through twelve. The student should be able to draw upon previous learnings as he approaches the study of new materials at succeeding levels.
7. The social studies program should be organized in such a way as to provide direction but also to permit a considerable amount of FLEXIBILITY FOR THE TEACHER. It is our belief that the innovative and creative talents of teachers designed to implement a consistent philosophy is the best single guarantee of a sound social studies program. The program should not attempt to limit experimental efforts. Rather the program should provide general direction for this experimentation.
8. The program should be organized to provide a COMMON SET OF EXPERIENCES throughout the secondary school. However, programs should be individualized both by providing differentiated experiences within the required program as well as by offering a variety of elective offerings in the senior high school.
9. The program should recognize the NATURE OF ADOLESCENCE and should be designed to capitalize upon the curiosity and desire to explore—traits that characterize the adolescent.

SEQUENCE OF THE PROGRAM

Required

7 – *INTRODUCTION TO THE STUDY OF SOCIETY*

8 – *MAN IN A LOCAL SETTING*

9 – *MAN IN A NATIONAL SETTING*

10 – *MAN IN A NATIONAL SETTING*

11 – *MAN IN AN INTERNATIONAL SETTING*

12 – ELECTIVES CHOSEN
from →

Electives

PRACTICAL CITIZENSHIP
CONSUMER ECONOMICS
SOCIAL PROBLEMS
CURRENT WORLD PROBLEMS
INTERNATIONAL RELATIONS
INTRODUCTION TO ECONOMICS
POLITICAL PROCESSES
INTRODUCTION TO SOCIOLOGY
SEMINAR IN HISTORY
REGIONAL STUDIES
COMPARATIVE SYSTEMS
SEMINAR IN SOCIAL SCIENCES
INDEPENDENT RESEARCH

Illustrative Course Overview

Grade 7—Introduction to the Study of Society—required.

This course is intended to be an introduction to the entire secondary school program. Much of the early emphasis in this course will be upon the initial development of social studies skills which will be utilized throughout the secondary program. The remainder of the course will focus on three major aspects: (1) the individual as a unique member of society; (2) the influence of society upon the individual's patterns of beliefs; (3) the impact of projected developments in society upon the individual.

Grade 8—Man in a Local Setting—required.

This course will give major emphasis to the influence of local and regional environment upon the development of each individual. Attention will be given to the historical, geographic, and economic origins and development of Nebraska and neighboring regions. Through this study, students should develop an awareness and appreciation of the factors which have influenced the development of their immediate community, state and region.

Grade 9—Man in a National Setting—required.

The first of a two-year sequence which focuses upon the individual in his relationship to the nation and state. The course would emphasize a broad cultural perspective of the development of the United States, with an attempt to develop each student's understanding of the sources of American ideals and values and how these have been reflected in our Nation's history. The orientation of this course would be concentrated upon the development of certain strands which have been continuous in the pageant of America. The ninth-grade course would terminate chronologically around 1900.

Grade 10—Man in a National Setting—required.

A continuation of the sequence commenced in Grade 9. Emphasis would be upon the transition of the United States to a position of world power and the influence of this change upon traditional values and beliefs. The strands initiated in Grade 9 would be continued in this year, but increasing attention would be given to the growing complexity of international and national issues and the impact of these issues upon the individual as a responsible citizen. Grade 10 content would begin at about 1900 and continue to the present.

Grade 11—Man in an International Setting—required.

A course which will give attention to a cultural study of selected world regions. Emphasis would be upon a comparative study of man and society in other areas of the world in relationship to that of the United States. Primary attention will be given to developing an understanding of the commonality as well as the uniqueness of man in various cultural settings. Particular attention would be given to Western Europe, Soviet Union, China and Latin America. Much of the course will be oriented toward a contemporary study of those areas and the cultural and historical factors which have had significant influences upon the development of each region.

Grade 12—Electives.

The electives program will, by necessity, vary from one school to another. A list of possible electives is included in this report. The Committee feels that it is important to consider electives which may be appropriate for the differentiated interests and abilities of students. Further development of a proposed program of electives with appropriate guidelines will be established in the future.

SECTION FOUR

SOME QUESTIONS AND ANSWERS

Because it is anticipated that the proposals previously set forth will elicit questions not directly treated in the main body of this report, it was concluded that a final chapter attempting to answer these questions would be beneficial to teachers, administrators, and other interested persons. Obviously, there can be no guarantee that all the questions cited will be of importance to everyone or that these questions and answers are comprehensive enough in their coverage to answer all serious concerns raised by this report. Rather, the intention is to ask some questions and to provide some response to concerns which might be quite typical as social studies curriculum change is proposed.

One of the first concerns generally voiced when social studies curriculum change is considered is the matter of state law. What does state law say about the obligation of school systems in the area of social studies? Those sections dealing either generally or explicitly with social studies are as follows:

1. 79-213
2. 79-214
3. 79-215
4. 79-216
5. 79-312
6. 79-328
7. 79-329
8. 79-443

It is strongly suggested that all interested persons read these sections; furthermore, it is the position of the project that the proposals for change are harmonious with the state mandates.

After a consideration of state law, the next question generally posed is: Are we required by the State Department of Education to follow this suggested program? In answer to this question it should be understood that the State Department of Education has no wish to arbitrarily impose this program on a system having a well-developed, defensible program of its own. Indeed, the proposals outlined are intended as guidelines, as a framework upon which local systems can build a complete social studies program in harmony with the unique needs of their communities.

It is generally recognized that a large majority of Nebraska schools have, in the past, chosen to follow rather closely the program suggested by the Department of Education. The question might well be raised—is this kind of adherence currently expected; and if so, where are the day-by-day suggestions common to earlier publications? A response to these concerns was partially given in the previous paragraph. To be more explicit, however, the Department of Education is committed to the idea that an increasing number of school systems, utilizing the growing professional competency of their teachers, can and should make decisions relative to scope, sequence, materials, media, and methodology. The role of the Department of Education increasingly becomes, then, one of providing leadership by bringing to the systems the ideas and suggestions which will help them use their potential to make decisions on the social studies. The Department will furnish the services of a consultant in history and social science to any school system or combination of schools requesting help and suggestion.

Realistically, some school systems will move rather rapidly to evaluate the suggestions contained in this report, weighing them against their existing program, and against national trends they have previously identified. Other school systems may choose to move more slowly, basically remaining with the existing program until such time that this experimental approach is evaluated through field testing followed by more suggestions.

While the teachers working on this project are in general agreement that the suggestions promoted in this document represent substantial progress in social studies education, it is not their contention that these ideas are the final word. For those who would question any implied superiority of this approach, the project staff would emphasize the tentativeness of this position, the need for piloting and evaluation and, above all, the need for individual school systems to evaluate all that is new in social studies education and to reach reasoned decisions which are readily recognized as necessitating continual scrutiny.

Since this report places emphasis upon the time-demanding inquiry approach and implies a thematic approach, and since the scope and sequence outline changes emphasis upon certain traditional areas of content, questions concerning knowledge acquisition, broad coverage of content, and time relationships might well be raised. It is the position of the project staff, that the knowledge gained and retained by the student in an inductive approach will be equal to or greater than now occurs; in fact, research supports this position. This position is defended by the contention that the student will be better motivated by the inquiry approach and that the student will be called upon to use knowledge to a greater extent in drawing conclusions about relevant issues. The project staff feels that the broad-coverage approach is no longer feasible as a result of rapidly increasing data. The necessary superficiality of current attempts, it is believed, do not maximize the potential of social studies for citizenship development. The people in the project believe that **greater depth** in **fewer areas** utilizing the process of inquiry can more realistically be expected to approximate the objectives of citizenship education. While this report may imply a thematic approach at various levels, an understanding of time relationships remains important. However, it is the contention of the project staff that these understandings need not suffer in a thematic approach. A resourceful teacher will be able to decide when a chronological approach is appropriate, to determine ways of developing an understanding of time relationships within the thematic approach, and to take advantage of the opportunities afforded by the thematic approach to deal with the large ideas of social studies, or the social sciences.

This program suggests a new role for teachers; a demanding role where the teacher guides and encourages inquiry to a greater degree, where the teacher must resist the impulse to close discussion and thinking by providing conclusions, and where the teacher must be skillful in the judicious use of controversy. The project staff is well aware of the concerns that will arise as a result. A significant portion of this report is devoted to providing the reasons for advocating this new role and to offering some practical guidance. The whole area of teacher preparation, both pre-service and in-service, is a serious matter—one which must be attacked by the individual teacher, the school system, the State Department of Education, and colleges and universities. Plans are being formulated by the project staff to work on this problem. Individual teachers and school systems should likewise plan to initiate programs to meet this need. A multi-faceted attack on this problem is the only realistic way to meet the ever-present need for continual professional growth.

In considering the suggestions contained in this report, important questions concerning materials are likely to be raised. Typical questions might be: What about textbook series? or Where do we find materials consistent with the suggested changes in scope or sequence? Those in the project recognize the value of textbooks and textbook series. However, it is not anticipated that a single textbook will be sufficient to accomplish the objectives outlined in this report. Moreover, it is unlikely if any textbook series will be universally consistent with this or any other suggested program of similar nature. Those working on the project believe that a wide variety of materials, both textual and media, must be collected and used at every level. Much of this material will be available commercially. The veritable flood of resource material currently available at the secondary level can be expected to expand, and increased attention to the elementary school is anticipated. Each system and each teacher must consider all available sources and make judicious selection, conscious of the need for a wide variety of materials necessary for the inquiry approach and focusing always upon the concepts to be explored. It is further anticipated that teachers individually and collectively will continue (and, indeed, expand) their own creativeness in finding and creating student material.

Undoubtedly there will be numerous questions concerning implementation of the suggested approach. When questions of implementation arise, again the tentative nature of this position should be emphasized. The fact that scope and sequence are not minutely detailed must be remembered. There is not, nor is there intended to be, a complete program spelled out at this juncture. Consequently, implementation of this approach mostly involves general acceptance of the philosophy, along with the decision to try to build and use units consistent with the scope and sequence, with the inquiry approach and guidelines outlined by the project staff.

This commitment should be arrived at only after considerable deliberation. Teachers should make every effort to increase their understanding of the many things happening in social studies education. Literature is available for temporary loan to school systems from the Department of Education. Either individually or collectively, teachers should become knowledgeable concerning the national projects, should immerse themselves in the professional literature, and perhaps experiment with suggestions from diverse sources. School systems should willingly underwrite this endeavor, through release time, financial aid, and other pertinent support. In this manner teachers can make the necessary judgments, in this manner the foundation of the new social studies can be laid. Whether the "new" social studies in Nebraska schools closely resembles the tentative proposals outlined in this report, or whether it more nearly resembles some other position, this kind of activity contributes to the overall aim of the project and of all social studies educators; namely, **improving social studies education!**

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